

Pecyn Dogfennau



Mark James LLM, DPA, DCA
Prif Weithredwr,
Chief Executive,
Neuadd y Sir, Caerfyrddin. SA31 1JP
County Hall, Carmarthen. SA31 1JP

DYDD MERCHER, 13EG IONAWR 2016

AT: HOLL AELODAU'R PWYLLGOR CRAFFU ADDYSG A PHLANT

YR WYF DRWY HYN YN EICH GALW I FYNYCHU CYFARFOD O'R PWYLLGOR CRAFFU ADDYSG A PHLANT A GYNHELIR YN SIAMBR, NEUADD Y SIR, CAERFYRDDIN AM 10:00YB AR DYDD IAU, 21AIN IONAWR 2016 ER MWYN CYFLAWNI'R MATERION A AMLINELLIR AR YR AGENDA ATODEDIG.

Mark James

PRIF WEITHREDWR



AILGYLCHWCH OS GWELWCH YN DDA

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PWYLLGOR CRAFFU ADDYSG A PHLANT

13 AELOD O'R CYNGOR, 2 AELOD ANETHOLEDIG SYDD Â PHLEIDLAIS
A 3 RHIANT-LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS

GRŴP PLAID CYMRU – 6 AELOD

- | | | |
|----|------------|---------------------------|
| 1. | Cynghorydd | C.A. Campbell |
| 2. | Cynghorydd | J.M. Charles |
| 3. | Cynghorydd | W.G. Hopkins |
| 4. | Cynghorydd | P. Hughes Griffiths |
| 5. | Cynghorydd | M.J.A. Lewis |
| 6. | Cynghorydd | J.E. Williams (Cadeirydd) |

GRŴP ANNIBYNNOL – 3 AELOD

- | | | |
|----|------------|-----------------|
| 1. | Cynghorydd | I.W. Davies |
| 2. | Cynghorydd | D.W.H. Richards |
| 3. | Cynghorydd | T. Theophilus |

GRŴP LLAFUR – 4 AELOD

- | | | |
|----|------------|--------------------------------|
| 1. | Cynghorydd | D.J.R. Bartlett (Is-Gadeirydd) |
| 2. | Cynghorydd | J.D. James |
| 3. | Cynghorydd | P.E.M. Jones |
| 4. | Cynghorydd | J. Williams |

AELODAU ANETHOLEDIG SYDD Â PHLEIDLAIS (2)

- | | | |
|----|---------------|---|
| 1. | Mrs. V. Kenny | Cynrychiolydd yr Eglwys Gatholig Rufeinig |
| 2. | Canon B. Witt | Cynrychiolydd yr Eglwys yng Nghymru |

RHIANT LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS (3)

Cyfnod yn y swydd yn dod i ben ar y 31/03/2016

- | | |
|----|----------------|
| 1. | Mr. S. Pearson |
| 2. | Lle Gwag |
| 3. | Lle Gwag |

AGENDA

1. YMDDIHEURIADAU AM ABSENOLDEB
2. DATGANIADAU O FUDDIANNAU PERSONOL
3. DATGAN CHWIPIAID PLAID SYDD WEDI EU GWAHARDD
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Mae'r dudalen hon yn wag yn fwriadol

EDUCATION & CHILDREN SCRUTINY COMMITTEE 21st JANUARY 2016

**Forthcoming items for next meeting –
Thursday 11th February 2016**

The next meeting is an additional date that has been arranged for the Committee to consider and comment upon the following proposals relating to the Modernising Education Programme:

- Proposal (Stage 2) to extend the age range of Betws CP, Bynea CP, Pembrey CP and Pwll CP Schools from 4-11 to 3-11
- MEP proposal (Stage 1) to discontinue Tremolet VCP and Llanmiloe CP Schools
- MEP proposal (Stage 1) to discontinue Llanedi CP School
- MEP proposal for Bancffosfelen CP School
- MEP proposal (Stage 3) for Copperworks Infants and Lakefield CP Schools

Mae'r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG A PHLANT 21^{ain} O IONAWR 2016

Rheoli absenoldeb oherwydd salwch mewn ysgolion

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Bod y Pwyllgor yn ystyried yr adroddiad atodedig sy'n amlinellu'r cymorth a ddarperir i ysgolion mewn perthynas â rheoli absenoldeb oherwydd salwch, ac yn cyflwyno sylwadau arno.

Rhesymau:

- Gofynnodd y Pwyllgor bod adroddiad ynghylch sut y mae'r Awdurdod yn cefnogi rheolaeth effeithiol o absenoldeb oherwydd salwch mewn ysgolion er mwyn lleihau'r defnydd o athrawon cyflenwi, yn cael ei gynnwys yn ei flaenraglen waith.
- Er mwyn i'r Pwyllgor gyflawni ei ddyletswyddau craffu ynghylch monitro perfformiad.

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: NAC OES

Aelodau'r Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:

- Cyng. Gareth Jones (Addysg a Phlant)
- Cyng. Mair Stephens (Adnoddau Dynol, Effeithlonrwydd a Chydweithio)

<p>Y Gyfarwyddiaeth: Prif Weithredwr</p> <p>Enw Pennaeth y Gwasanaeth: Paul R. Thomas</p> <p>Awdur yr adroddiad: Heidi Font</p>	<p>Swyddi:</p> <p>Prif Weithredwr Cynorthwyol (Rheoli Pobl a Pherfformiad)</p> <p>Rheolydd Ffitrwydd i Weithio</p>	<p>Rhifau Ffôn / Cyfeiriadau E-bost:</p> <p>01267 246123 prthomas@sirgar.gov.uk</p> <p>01267 246060 hfont@sirgar.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 21st JANUARY 2016

Sickness absence management within schools

A new Sickness Absence Policy was introduced in the Authority in 2014 and based on the corporate policy during 2015 a model policy was sent to all schools for adoption.

The People Management & Performance Division (within the Chief Executive's Department) is working on a number of initiatives to support schools in better absence management through Occupational Health Centre and Human Resources advice.

The initiatives included in the report include:

- Bespoke training for Head teachers on absence management
- Guidance on referrals to Occupational Health
- Introduction of a mutual funding scheme for school absence
- Introduction on an All Wales Supply Teacher Agency provider

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **Paul R. Thomas** Assistant Chief Executive (People Management & Performance)

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	NONE	YES	NONE	NONE	NONE	NONE

1. Policy, Crime & Disorder and Equalities

Valuing our employees by supporting good health and wellbeing is one of the Authority's core values. Carmarthenshire County Council aims to support its employees by providing a safe and healthy workplace and promoting a culture where regular attendance can be expected of all employees of the Authority. Absence from work is unlikely to be a positive experience for the absent employee(s) or his / her colleagues, so the Authority will actively manage and support those employees who experience ill health during their employment.

Carmarthenshire County Council's Sickness Absence Policy applies to all employees with exception to staff on the complement of locally managed schools, for whom the policy adopted by their respective schools will apply. Although the Authority encourages all schools to adopt the new School's Model Sickness Policy, some schools may have different policies they follow, with different triggers and stages.

3. Finance

Schools currently pay insurance to cover absence and will include cover of supply costs. However, insurance cover varies greatly across all schools, as does the cost. By introducing a mutual fund, this could have financial benefit for those schools who opt into the service. Financial Services is currently comparing each school's policy and current costs and use of insurance for supply cover.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: **Paul R. Thomas** Assistant Chief Executive (People Management & Performance)

1. Local Member(s) – N/A
2. Community / Town Council – N/A
3. Relevant Partners – N/A
4. Staff Side Representatives and other Organisations – N/A

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
E&C Scrutiny Committee Forward Work Programme 2015/16 – Education & Children Scrutiny Committee (18th May 2015)	Minutes http://online.carmarthenshire.gov.uk/agendas/eng/EDUC20150518/REP08.HTM
Carmarthenshire County Council's Sickness Absence Policy (2014)	<i>Internal document only – Available on Council's intranet system</i> Cymraeg http://hafnium/worklife/Document%20Library/HR%20Policies%20and%20Guidance/Sickness%20Absence/01.%20Polisi%20Absenoldeb%20Salwch.docx English http://hafnium/worklife/Document%20Library/HR%20Policies%20and%20Guidance/Sickness%20Absence/01.%20Sickness%20Absence%20Policy%20014.docx
Sickness Absence Policy – Executive Board (11th November 2013)	Agenda http://online.carmarthenshire.gov.uk/agendas/eng/EXEB20131111/index.asp Minutes http://online.carmarthenshire.gov.uk/agendas/eng/EXEB20131111/MINUTES.HTM#P94_6165
Sickness Absence Policy – Policy & Resources Scrutiny Committee (7th October 2013)	Agenda http://online.carmarthenshire.gov.uk/agendas/eng/POLI20131007/index.asp Minutes http://online.carmarthenshire.gov.uk/agendas/eng/POLI20131007/MINUTES.HTM

School's Attendance

A new Model School's Sickness Absence policy has been introduced to all schools for adoption.

The School's policy falls in line with the Authority's sickness policy as reflect the same triggers which are:

- 4 occasions in a 12 month rolling period;
- The equivalent of 3 normal working weeks absence, continuous or otherwise, in a 12 month rolling period;
- Or any other unacceptable pattern of absence e.g. frequent occasions of absence abutting annual leave or bank holidays.

We have seen a positive result across the Authority since its introduction in January 2014, with our best ever results being recorded. It's is hoped that if schools adopt the model policy this will have an improvement in their results. We are at the early stages of the new policy but year on year* comparison for the schools are as follows:-

	2014/2015	2015/2016
Secondary Schools	6.22 fte	5.67 fte
Primary Schools	4.42 fte	5.31fte

**Please note the figures above are based on April to November figures for both years*

Key Features of the new sickness model policy are:

Employee Support Meeting

If an employee has 3 occasions of absence in a rolling 12 month period the line manager should convene an 'employee support review meeting'. Managers should also hold the employee support meeting if they feel an employee is moving towards another formal trigger, including those who are on continuous absence. This should mean that additional support will be offered to employees at an early stage to help them back to work and or achieve more regular attendance.

The meeting is for managers and employees to explore their concerns, and support should be offered with the aim of assisting employees to achieve better attendance at work in the future.

Also there is no differential between long and short term sickness

A series of workshops with Head Teachers and Deputy Heads, School Senior administration staff and Chair of Governors, took place during the summer, the

feedback has been extremely positive and the schools have asked for further workshops.

The focus of the initial workshops was general attendance management and discussing the support available to the Head Teacher who is managing the sickness case and for employees.

Schools have been issued guidance from the Welsh Assembly Government on Effective Management of school workforce attendance and in an attempt to reduce unplanned absence in the classroom, they should

- *Follow attendance management procedures using return to work interviews for example to address the cause of sickness absence*
- *Support employee well being with stress management and rehabilitation programmes*
- *Supporting the use of Occupational Health and Access to work schemes*
- *Checking absence rates and benchmarking with similar schools*
- *Review historical patterns of absence and examine the cause of absence*
- *Raise awareness with employee on the level of absence in the school and the associated impact in the classroom*

Guidance Welsh Government 178/2015

It is believed that the new policy is a step in the right direction and by the nature of some of the initiatives should raise awareness within the school. Carmarthenshire can also provide all the support suggested in this document.

Occupational health services have an important role in rehabilitating employees after sickness or injury in order to facilitate a return to work as soon as possible. Occupational Health services will be instrumental in ensuring that proactive health strategies are in place.

An employee can be referred by their manager to Occupational Health Services at any time, be that prior to a likely absence, during or following a period / periods of absence. Managers are encouraged to refer to Occupational Health services early in the process so that the appropriate medical opinion can be sought and any reasonable adjustments can be identified. Appointment are undertaken with our team of specialist which include OH Physicians and Consultants, our Stress Management team, which includes Occupational Therapists and Mental Health Nurses, our Occupational Health Advisor and Nurses and our Physiotherapists.

OH liaises with GPs and specialists to ensure we have a full medical history and give medical opinion on the employee's fitness to work; we also advise if the employee needs adjustments in the work place.

HR supports the manager, when needed, in terms of management of the return to work and the reasonableness of any adjustments in line with the Equality Act.

We (PMP) have been scoping the introduction of a Mutual Fund Scheme. Currently schools source their own provision for staff absence, with numerous suppliers being used across the county. The specification of these insurance policies varies greatly, as do the costs and the benefits.

We have developed a specification and are now ready to start consultation early next year, with the scheme starting in April 2016.

This is a non profit making scheme for those who join.

Key features will be:

- All stress related absence will be covered
- Reoccurring illness will be covered.

The school will need to evidence that the sickness cases are being managed in line with the sickness policy and that OH and HR intervention are in place. This is to ensure timely referrals are made to OH and that appropriate support is in place to facilitate timely return to work.

This is being included to ensure Schools better manage the staff attendance.

It is inevitable that absence will occur and in some cases supply cover will be needed. The National Procurement Service has awarded a framework agreement for a Managed Service for all provision of Agency Workers including Supply teacher to reflect the individual requirement of the school workforce. The Contract was awarded to New Directions. Whilst schools do not necessarily have to consider New Directions, the award of this contract is such that the Agency comply with the appropriate checks for safeguarding and qualifications. The Procurement Service also ensure that the provider met the quality required which included regularly reviewing the professional development needs of the individual ensuring that they have the necessary skills, knowledge and experience to carry out the role effectively.

Mae'r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG A PHLANT 21^{ain} O IONAWR 2016

Argymhellion ar gyfer diwygio trefniadau cwricwlwm ac asesu 3-19 yn Ysgolion Sir Gaerfyrddin

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- I dderbyn yr adroddiad mewnol yn dwyn y teitl 'Palmantu'r Ffordd / Paving the Way'.
- I chwilio cymeradwyaeth o brif gasgliadau Palmantu'r Ffordd, wedi ei gefnogi drwy gyflwyniad yn y pwyllgor.
- I ddiweddarau parthed gwaith cyfochrog, sy'n cydweddu â'r prif adroddiad, ym maes addysg 11-19.
- I hyrwyddo gwaith aelodau etholedig wrth alluogi arloygaeth o'r modd y bwriada'r Adran Addysg a Phlant yrru elfennau sylweddol o bolisi addysg Llywodraeth Cymru.

Rhesymau:

- I ddiweddarau'r Bwrdd Craffu Addysg a Phlant o argymhellion strategol a gweithredol, er mwyn gwireddu diwygio cwricwlwm yn Sir Gâr a'r rhwydwaith dysgu lleol i'r flwyddyn 2021 a thu hwnt.
- Cynllunio newid cwricwlwm yn deillio o agenda Cymwys am Oes (2014) Llywodraeth Cymru ac adroddiadau a mentrau dilynol, yn fwyaf nodweddiadol, Dyfodol Llwyddiannus (Donaldson: 2015); Dysgu Athrawon Yfory (Furlong:2015) a'r Fargen Newydd ar gyfer y gweithlu addysg.
- Bod yr aelodau'n llunio barn am faterion sydd i'w cyflwyno gerbron y Bwrdd Gweithredol i'w hystyried.

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: OES

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:
Cyng. Gareth Jones (Addysg a Phlant)

Y Gyfarwyddiaeth: Addysg a Phlant	Swyddi:	Rhifau Ffôn / Cyfeiriadau E-bost:
Enw Pennaeth y Gwasanaeth: J. Aeron Rees	Pennaeth Rhaglenni Dysgwyr	01267 246532 jarees@sirgar.gov.uk
Awdur yr adroddiad: J. Aeron Rees (gyda chyfraniad gan Matt Morden)	Rheolwr Trawsnewid Addysg	01267 246648 msmorden@sirgar.gov.uk

EXECUTIVE SUMMARY

EDUCATION & CHILDREN

SCRUTINY COMMITTEE

Proposals for 3-19 Curriculum and Assessment Reform in Carmarthenshire Schools

'Palmantu'r Ffordd / Paving the Way' is a **3-19 strategic review of curriculum and assessment arrangements in Carmarthenshire**. Partially building on existing practice, this internal report offers strategic and operational proposals to promote and develop the **Donaldson** (Successful Futures) recommendations, the **Furlong** Review and the **New Deal** in all our schools and special settings. Reference is made to other policy drivers such as the **Lead Creative Schools** initiative, **Global Futures** and the **Bilingual +1** nation. Currently, the **116 page** document has **47 recommendations**, approaches curriculum and assessment reform at several scales, and is summarised as follows:

- **Macro scale** – picking up Prof. Donaldson's theme, investigating how phenomena such as **Globalisation** and the **Knowledge Economy** will require our learners to gain a wide range of experiences, skills and competencies which will truly equip them for 21st Century life and living. We want all our young people to be '**well qualified and well educated**'. This involves nurturing the **holistic** development of **well rounded young people** as well as developing **employability** skills and other attributes which will facilitate access to the international, national, regional and local economies. In time, this can aid regeneration and will serve to foster a high skill, high wage economy and active citizenship within sustainable and vibrant communities.
- **Meso Scale** – looking at: the LA/local **governance** of Successful Futures; how **Lead Pioneer Schools can work with their wider clusters and networks**; how tasks and activities might be demarcated or allocated in order to deepen understanding and increase capacity; **investigating the interplay between WG/consortium/hub and LA activity** as alluded to in the National High Level Plan launched on 22.10.15 – and how several of the **8 building blocks** and **4 enablers** described therein can be harnessed in order to make progress on the ground; how the concept of **Subsidiarity** can be developed (e.g. in the development of a **Local Curriculum and Pupil Offer for Carmarthenshire**).
- **Micro Scale** – Developing models, tools and scaffolds for **whole school and departmental/phase curriculum planning**; investigating **the links between curriculum planning** and the **pedagogy** and **assessment** required in order to realise the reformed curriculum – thus embedding the four core purposes of the Successful Futures report.

- Investigating the **Leadership and change management approaches** required **at all levels** in order to implement Successful Futures effectively.
- Provides **timescales, milestones and draft targets** to implement reform and measure progress.

The report's recommendations are ready to be taken forward and, subject to approval, will be disseminated shortly to a wider audience, via various groups – who will also be charged with various aspects of implementation. Paving the Way is consistent with the aforementioned WG High Level Plan, 'A curriculum for Wales – A curriculum for life' and offers a **way forward** for the **next 6 years and beyond**. The High Level Plan incorporates the deployment of the **Pioneer Schools Network**, which will be initially charged with scoping out the **rudiments of the new curriculum** and the **associated professional learning** required to bring the changes to bear (The New Deal element), with other schools concentrating specifically upon **digital competence**. **Thirteen schools** in Carmarthenshire have been accorded Pioneer School status, which is considered above quota, pro rata.

Pioneer Schools will be expected to work closely with their **local clusters of schools and networks** and further capacity for curriculum reform will be built by incorporating our **14 Lead Creative Schools** (a parallel and complementary WG/Arts Council for Wales initiative), again above quota, pro rata.

Synergy will be sought throughout with developments at regional and national levels.

11-19 Curriculum Review Update

Since July 2015, the Learning Transformation Manager has been undertaking a review of the 11-19 curriculum in Carmarthenshire. This work has been carried out in parallel with the development of the Paving the Way document and follows discussions between the local authority and Coleg Sir Gâr regarding the development of a strategic vision for education in the County.

This review focuses how the local learning network can identify and implement a Carmarthenshire curriculum at Key Stage 3, Key Stage 4 and Post 16 in school, college and training provider settings. This work is informed by statutory changes made to the curriculum by the Welsh Government and the needs of the local and regional economy. The review identifies how the existing partnership structures will need to evolve in order deliver a curriculum that meets the needs of all 11-19 learners in the county.

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: J. Aeron Rees Head of Learner Programmes

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	YES	YES	YES	YES	YES	NONE

2. Legal

The current National Curriculum dates back to the 1888 Education Reform Act and, over the intervening years, has been subject to several revisions - most notably in 2008 and 2012. School curriculum is thus enshrined in statute and is further informed by a plethora of non-statutory guidance.

The Successful Futures (February 2015) report has received Ministerial approval and will herald an unprecedented phase of curriculum reform up to 2021 and beyond. It is envisaged that the vital components of this programme will be captured in primary legislation, with other aspects covered by non-statutory guidance.

3. Finance

Successful Futures and the New Deal are major Welsh Government policy initiatives, which will be driven forward initially by the Pioneer Schools network. Each Pioneer Curriculum and New Deal school has been granted the sum of £7,500 to initiate developmental activity for the period between January – March 2016. Further funding is expected in the new financial year, but is yet to be announced.

Pioneer schools are expected to disseminate early findings and test ideas with their wider school networks and local clusters. Carmarthenshire's vision is that this reform agenda is 'for the many and not the few' i.e. we are of the opinion that all schools need to be engaged. This will entail coordination and support – as outlined by the governance model proposed in the interim report. Capitalising upon 'in-kind working' and encouraging effective and targeted use of school directed time, potential costs can be kept down, with scope for area coordination being part funded from the Pioneer Schools pot. That said, some resource pressure will be inevitable and can be further quantified according to perceived need and availability as the agenda unfolds.

4. ICT

Digital Competence is a major cross-cutting theme in the emerging curriculum, which will be accorded equal status to Literacy and Numeracy. Pioneer Digital schools are working with Welsh Government to formulate the Digital Competence framework, which will be launched in September 2016.

It is foreseen that there will be demands for additional ICT resource in schools as a result of this framework, the extent and nature of which needs to be determined in advance of the new curriculum becoming available.

Additionally, there is a significant training agenda for teachers and school support staff, as we move from the rather mechanical notion of school ICT (using software such as spreadsheets, word processing etc) to the creation of software and applications, coding and other high level digital competencies.

5. Risk Management Issues

Successful Futures (and associated policy initiatives) has the potential to transform the Welsh education landscape and has been heralded as the 'most thought-provoking and exciting set of proposals for a generation' (Huw Lewis, Minister for Education – March 2015). At best, the recommendations should serve to realize an exciting and engaging curriculum, truly fit for 21stC life and living. However, if implemented half-heartedly or sporadically, there is potential for mediocrity – in curriculum planning, in the resultant teaching and learning and its associated assessment. Failure to fully undertake the reform programme poses risks to school standards and will challenge young peoples' life chances and prospects.

We must therefore get the vision implemented properly and seek to eliminate or nullify any potential risks. The infrastructure to ensure successful implementation needs to be supported – and, in its formative stages, is currently operating on a meager resource base. WG support to underpin the implementation will be necessary and will be actively canvassed

6. Staffing Implications

As the agenda unfolds, there may be capacity issues to address, which can be assessed by: an appraisal of current staffing deployment within the Learner Programmes division; seeking support with certain operational matters (e.g. via ERW and/or considering short term secondments as funding becomes available). The newly formed DepNet group – i.e. the secondary school senior leaders' forum - could provide further input. Realising reform of this scale will demand input across the whole system and school leaders and school staff in general will be expected to engage with the proposals, via in-house and school to school activity. Additionally, there will be opportunities for school staff to work on a county-wide basis in various task and finish groups.

An underlying theme pervading through the whole programme will be developing the leadership attributes of the education workforce at all levels. People can, and should be, developed via this agenda – to aid with succession planning, to foster ownership, to help take the principles of school to school working into a state of maturity and to further professionalise the workforce.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: J. Aeron Rees Head of Learner Programmes

1. Local Member(s) – N/A

2. Community / Town Council – N/A

3. Relevant Partners – Short of sending full findings, certain ‘work in progress’ summary documentation has been shared with ERW and WG to gauge synergy with regional / national policy and to canvass opinions. Feedback has been very positive, the direction of travel is generating interest at WG and is considered to be ‘well ahead of the game’.

4. Staff Side Representatives and other Organisations

High Level summaries and progress shared with Schools’ Strategy and Budget Forum; Primary and Secondary Head teachers.

Distributed for info: 3x 3rd Tier managers within LP; Regional Hub School Improvement Lead; Principal Challenge Adviser.

11-19 Component of the review – Task and Finish Steering group, with representatives from secondary schools and Further Education.

**Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:**

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Successful Futures (The Donaldson Report) – Executive Summary	http://gov.wales/docs/dcells/publications/150303-great-debate-summary-cy.pdf http://gov.wales/docs/dcells/publications/150303-great-debate-summary-en.pdf?utm_source=great-debate&utm_medium=summary&utm_campaign=dfes
Successful Futures (The Donaldson Report) – Full Report – February 2015	http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf http://gov.wales/docs/dcells/publications/150317-successful-futures-cy.pdf
Teaching Tomorrow's Teachers (The Furlong Report) – March 2015	http://gov.wales/docs/dcells/publications/150309-teaching-tomorrows-teachers-final.pdf http://gov.wales/docs/dcells/publications/150309-teaching-tomorrows-teachers-cy.pdf
A curriculum for Wales – a curriculum for life – October 2015	http://gov.wales/docs/dcells/publications/151021-a-curriculum-for-wales-a-curriculum-for-life-en.pdf http://gov.wales/docs/dcells/publications/151021-a-curriculum-for-wales-a-curriculum-for-life-w.pdf
Lead Creative Schools – prospectus (Arts Council for Wales / WG) – May 2015	http://www.artscouncilofwales.org.uk/what-we-do/creative-learning/the-lead-creative-schools-scheme http://www.artscouncilofwales.org.uk/what-we-do/creative-learning/cynllun-yr-ysgolion-creadigol-arweiniol?diablo.lang=cym
Palmantu'r Ffordd / Paving the Way – Full Report -	Internal Document – Education & Children Department, Carmarthenshire County Council
Palmantu'r Ffordd / Paving the Way – Powerpoint Executive Summary	Internal Document – Education & Children Department, Carmarthenshire County Council
11-19 Review Update (Matt Morden)	Internal Document – Education & Children Department, Carmarthenshire County Council

Palmantu'r Ffordd / Paving The Way

A Strategic Review of 3-19 Curriculum and Assessment Arrangements in Carmarthenshire

Extended Summary of Findings

1. Background to report

- 1.1. Future Historians may be minded to conclude that 2015 constituted a watershed moment in Welsh education, whereby old paradigms were dispensed with, heralding a new dawn of fresh and remodelled thinking. It is thus timely that Welsh Government has initiated a programme of curriculum and assessment reform. Certain revisions to practice have already been instigated under the *Qualified for Life (QfL)* agenda (October 2014). Furthermore, and of great significance, is the publication on February 25th, 2015 of Professor Graham Donaldson's much awaited '*Successful Futures – an independent review of curriculum and assessment arrangements in Wales*' which spans the 3-16 age range. Allied to this is Professor John Furlong's report on Initial Teacher Education and Training, '*Teaching Tomorrow's Teachers*' – 2015), both of which will be marshalled by the Ministerial *New Deal* for the education workforce.
- 1.2. Prof. Donaldson's report and its wide-reaching implications will feature prominently in our thinking as a nation and as a Local Authority in the years ahead. It is up to us now to harness its potential for the benefit of every learner, school and teacher within our Authority. Working closely with our regional consortia colleagues in ERW, there are a number of firm recommendations provided within '*Paving The Way*' – which will strive to build upon our strengths, whilst also moving forward in concert with the philosophical and practical proposals espoused by Prof. Donaldson and the overarching QfL agenda. The adopted title, '*Palmantu'r Ffordd / Paving the Way*' alludes to a path which can be forged for the benefit of our young people, both present and future.
- 1.3. A **six year** programme has been outlined. *Paving the Way* is considered primarily a **bridge between Donaldson's vision and the reality of how it might start to look on the ground**. With due regard to the component parts of *Successful Futures*, conceptual tools, models and scaffolds are proposed which might serve to provoke further debate as to the practicalities and requirements of implementation. With an integrated approach, other policy drivers can be harnessed and channelled in the same direction – in a complementary rather than a contradictory manner.

2. Purposes of Report

- To outline the main themes and challenges in present-day curriculum planning, in response to imminent and far reaching curriculum reforms at a national scale;
- To propose original responses to complicated problems posed by impending curriculum reform – with proposals at strategic, operational and tactical levels

- To cultivate a debate as to ways forward in developing, adapting and improving curriculum planning in Carmarthenshire schools – in order to improve outcomes for all;
- To provide preliminary ideas for developing a bespoke programme of school leadership development in the field of curriculum planning, pedagogy and assessment for school leaders in Carmarthenshire;
- To provide pointers for further work in respect of raising standards which can be supported by curriculum reform;
- To offer firm strategies for implementing meaningful curriculum change, in order to benefit the education of all learners in Carmarthenshire.

3. Report Outcomes

3.1 The Qualified for Life agenda offers a programme of **major reform**. The educational landscape or change setting to which this reform may be applied is considered at three scales:

- **Macro Scale** – curricular implications of worldwide trends such as globalisation and the growth of the knowledge economy, coupled with national policy directives
- **Meso Scale** – Regional and Local Authority initiatives and structures
- **Micro Scale** – implications for school curriculum planning and classroom practice

3.2 There are **47 recommendations** in total which offer **strategic, operational and tactical** proposals, the following being the main conclusions:

- The development of an **Intelligent Curriculum**, which is faithful to the following strap line:

**‘Ensuring that all children and young people in Carmarthenshire
are both
well qualified and well educated’**

- An intelligent curriculum ensures the **holistic development** of young people, prepares them for the challenges and opportunities of:
 - 21st century **life and living** and nurtures their attributes as independent lifelong learners
 - **Pursuing career pathways** into FE, HE and the world of work (in the local, regional, national and international labour market)

- Embraces the concept of **Subsidiarity**, with its stress on **locally determined educational solutions** to local challenges and opportunities, under the guidance of a degree of national steer and primary legislation
- Advocates further work on extending initial ideas offered in developing:
 - A **Carmarthenshire Curriculum Statement**
 - A **Local Curriculum** and **Prospectus** – thus developing pupils’ sense of place, sense of time and promoting the Welsh Dimension in an **ethical**, international context
 - A **Carmarthenshire Curriculum Entitlement** and **Learner Guarantee / Pupil Offer**
 - Will be **complementary** to the work being developed by Matt Morden (see background papers and Section below)
- Recommends approaches to integrating various policy initiatives impinging upon curriculum design and delivery – *Qualified for Life* , *Successful Futures*, *Teaching Tomorrow’s Teachers (2015)*, *The New Deal (2013)*, *Lead Creative Schools (2015)* and *Bilingual+1 nation (2015)*
- Proposes that the education system in Carmarthenshire continues to evolve into a ‘**Global 4th Way**’ system, resonant of approaches adopted currently in Scandinavia, and favoured by Welsh Ministers
- Advocates nurturing the **employability** of learners in the local, regional and worldwide economy, with particular stress on developing **thinking** skills as a foundation for content learning:
- Proposes adopting a ‘**teach less, learn more**’ philosophy, to facilitate **deep learning**
- Building upon **Successful Futures** in particular, this report (in Chapters 2 and 4 particularly) proposes several **curriculum, pedagogy and assessment models and concepts** which can be incorporated **to cultivate an initial debate** as to how the Donaldson Review might start to be implemented on a practical basis, with particular reference to establishing the **four core purposes** within the curriculum.
- This can lead to a **structured programme of professional learning for school leaders and practitioners in Carmarthenshire**
 - **Pioneer Schools** in Carmarthenshire will be at the vanguard of developments initially, but clearly expected to network and interact within their local clusters in an **ethos of curriculum co-construction** from the outset:
 - Our **Pioneer Curriculum Schools** will develop the **6 Areas of Learning and Experience** and investigate learning **of** subjects, learning **between** subjects and learning **through** subjects and will decide if their solutions to curriculum development will be **conservative, prudent or radical**

- Our **Pioneer New Deal Schools** will forge developments in the professional learning and development required to realise curriculum reform
 - Our **Pioneer Digital Schools** will help realise the **National Digital Competence Framework** by September 2016
 - Curriculum reform will be '**for the many, not the few**', with all schools - irrespective of Pioneer status - encouraged and expected to buy in to the developments in their respective localities
- Discusses practical ways of developing:
 - Leadership of **Curriculum** (at whole school and departmental/phase level);
 - Leadership of **Pedagogy**;
 - Leadership of **Assessment** (Assessment **of** learning, Assessment **for** learning and Assessment **as** learning);
 - Leadership of **Standards**;
 - **System** Leadership;
 - Leadership of **Change**;
 - Leadership of **People** and **Resources**
- Provides a pragmatic model for taking forward Donaldson's recommendations 21-30 (**the Role of the Welsh language and teaching through the medium of Welsh in the curriculum**)
- In Chapter 3, highlights **quantitative evidence** where performance standards require attention and where **curriculum development and school improvement** can interact jointly to bring about further improvements:
 - Focuses on **Performance at various Key stages**, with particular **emphasis on KS4**
 - **Closing attainment gaps** between groups of learners
 - On an LA level, exemplifies and proposes methods of tackling:
 - **Between school** variation
 - **Within school** variation
 - **Between subject** variation
 - **Within subject** variation
- Proposes developing a **culture of curriculum design** to unleash 'greatness in the classroom'
- Drawing on empirical curriculum data, offers an **evaluative examination of Carmarthenshire secondary school curricula and timetabling models** with recommendations for ways forward
- Provides recommendations as to the **Governance of Curriculum reform – with a stress on school to school working in a self-improving system**
- Considers a **change management strategy** , **implementation phases** and proposed **timelines**

4. **Conclusion**

The Donaldson review is about unleashing professional creativity; it is also about raising the bar. It is about equipping 21st Century teachers to truly lay the foundations of 21st Century teaching and learning for learners of the present day and learners of the future. Irrespective of whether the vagaries of politics pose risks to this reform agenda, the genie is out of the bottle. We might decide to do a lot of this regardless of the affairs of state - because it is inherently right to do so. Paving the way to the future is within our gift; it is up to us to forge that path intelligently and with reverence to the insightful steer that we've been given. It is up to us to realise that future, and it may even become our legacy to future generations.

Additional Complementary Information:

11-19 Curriculum Review Update

Since July 2015, the Learning Transformation Manager has been undertaking a review of the 11-19 curriculum in Carmarthenshire. This work has been carried out in parallel with the development of the Paving the Way document and follows discussions between the local authority and Coleg Sir Gâr regarding the development of a strategic vision for education in the County.

This review focuses on how the local learning network can identify and implement a Carmarthenshire curriculum at Key Stage 3, Key Stage 4 and Post 16 in school, college and training provider settings. This work is informed by statutory changes made to the curriculum by the Welsh Government and the needs of the local and regional economy. The review identifies how the existing partnership structures will need to evolve in order to deliver a curriculum that meets the needs of all 11-19 learners in the county.

Given the strength of current partnership working between schools, the college and the local authority, it was felt that a shared strategic approach is needed to deliver the 11-19 education and training in Carmarthenshire in the future. This approach also informs the future plan for curriculum delivery in the county and is complementary to the main overarching 3-19 report.

The 11-19 review draft discussion document identifies the key elements and learner entitlements at each stage of learning in the 11-19 phase. It also highlights the range of targeted support available for vulnerable young people with those with additional needs. The combination of the universal curriculum offer, related subject choices and their content and the targeted support (e.g. counselling, Careers Education and Guidance, support for more able and talented pupils) available that will make up a Carmarthenshire learner entitlement at each of the three stages in 11-19 education and training. This will link directly with local and regional labour market needs, with the vocational pathways being prioritised around key industry growth sectors both locally and regionally. Implementation of a comprehensive programme meeting the requirements of the Welsh Government careers and the World of Work Framework is a key element of the review.

Following scoping of the relevant policy and the development of provisional curriculum models a draft report for this element of the global review has been prepared for discussion from January 2016. Informed by consultation with all relevant parties, it is planned that a final version of the review will be available from March 2016, with the recommendations likely to focus upon:

- The agreement of the key and common components of 11-14, 14-16 and 16-19 shared curriculum offer;
- Identification of key industry sectors for which education and training can be prioritised
- The agreement of the shared governance and commissioning structure for revised curriculum offer;
- An implementation plan for an agreed curriculum model across all Carmarthenshire Secondary Schools and the FE Sector.

Subject to consultation on the contents of the final report with all relevant parties and progress through the democratic process, it is envisaged that an agreed Carmarthenshire curriculum could be implemented from September 2016.

Postscript / Appendix

Pioneer Schools in Carmarthenshire (announced by the Minister 5.11.15) (* further addition 7.1.16)

- **New Deal Pioneer Schools**: Bryngwyn & Glanymor; Coedcae; Strade; Bro Banw.
- **Curriculum Pioneer Schools**: Bro Myrddin; Llandybie; Bryngwyn & Glanymor; Heol Goffa*
- **Digital Pioneer Schools**: 'Ar Garlam' Group – Teilo Sant, Llangadog, Peniel, Y Dderwen and Nantgaredig

Lead Creative Schools in Carmarthenshire (announced July 2015)

Rhyd y Gors; Coedcae, Bigyn, Stebonheath, Halfway; Maes y Morfa; Heol Goffa; Peniel; Burry Port; Bro Banw, Ysgol Gymraeg Rhydaman, Y Bedol; Ffwrnes; Dyffryn Taf

Mae'r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG A PHLANT 21^{ain} O IONAWR 2016

Perfformiad a Chyrhaeddiad Ysgolion 2014/15

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- I nodi cynnwys yr adroddiad a'r materion allweddol sy'n codi o ddadansoddi data meintiol ac ansoddol mewn perthynas â pherfformiad ysgolion yn ystod blwyddyn academaidd 2014/15.
- I ystyried y meysydd blaenoriaeth ar gyfer 2015/16.

Rhesymau:

- I alluogi aelodau'r Pwyllgor Craffu i ymgymryd â'u rôl allweddol o ran monitro safonau addysg yn ysgolion y Sir ac
- I gynorthwyo wrth bennu blaenoriaethau o ganlyniad i'r materion a godwyd o'r dadansoddiad.

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: NAC OES

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:

Cyng. Gareth Jones (Addysg a Phlant)

Y Gyfarwyddiaeth:	Swyddi:	Rhifau Ffôn / Cyfeiriadau E-bost:
Addysg a Phlant		
Enw Pennaeth y Gwasanaeth: Gareth Morgans	Prif Swyddog Addysg	01267 246450 edgmorgans@sirgar.gov.uk
Awdur yr adroddiad: Andi Morgan	Prif Ymgynghorydd Her	01267 246645 andimorgan@sirgar.gov.uk

EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 21st JANUARY 2016

School Performance and Achievement 2014/15

This report on schools' performance and achievement for 2014/15 is provided within four distinct sections:

Section 1: Standards- our achievement for 2014-15

This contains a summary of teacher assessments, test and examination results for pupils in the Foundation Phase and at key stages 2, 3, 4 and 5. An overview of attendance data is also included.

Section 2: School Inspections Outcomes

This contains a summary of performance of schools inspected by ESTYN. Under the current statutory regulations every school in Wales is inspected within a six-year cycle; on average, therefore, around a sixth of our schools will be inspected in any one year. ESTYN publishes the outcomes of all inspections in a grid form in the Annual report of Her Majesty's Chief Inspector in Wales. We offer an amended version, which is reproduced here, along with further analysis and commentary on the outcomes achieved by schools.

Section 3: Developing values and skills for lifelong learning

This contains a range of various achievements of pupils and schools across the authority. Schools are places where a learner is developed as an individual with a range of skills that will support him/her to be a lifelong learner and become a productive individual within society.

Section 4: Jargon Buster

This provides an explanation for the terms and acronyms used within the report.

DETAILED REPORT ATTACHED?	YES
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IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: Gareth Morgans, Chief Education Officer

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	NONE	NONE	NONE	NONE	NONE	NONE

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: Gareth Morgans – Chief Education Officer

- 1. Local Member(s) – N/A**
- 2. Community / Town Council – N/A**
- 3. Relevant Partners – N/A**
- 4. Staff Side Representatives and other Organisations – N/A**

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:
N/A

Mae'r dudalen hon yn wag yn fwriadol

DEPARTMENT FOR EDUCATION & CHILDREN

Our Vision ... Carmarthenshire is a community where children are safe and nurtured and learners are supported to achieve their full educational potential

School Performance and Achievement Report 2014-15 Academic Year

Robert Sully
Director of Education & Children's Services



Safeguarding Children and
Improving Education Standards for All



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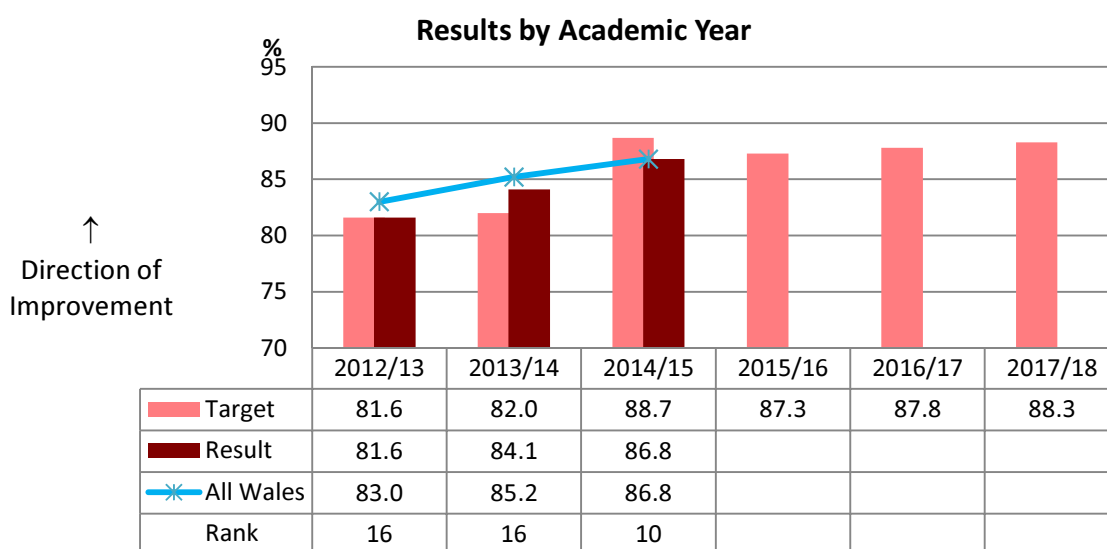
1. Standards: Our achievements for 2014-15

1.1 Challenge, Support and Intervention for improved provision and outcomes

Challenge, support and intervention activities across our schools have continued to focus on improving provision and outcomes for all Carmarthenshire learners. The following range of performance data graphs provide an overview of our progress, strengths and areas for further improvement.

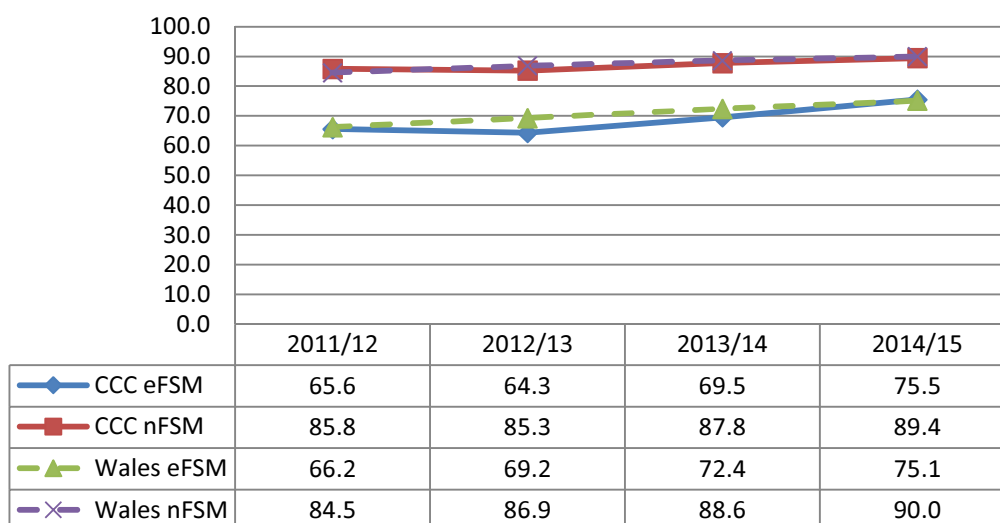
1.1.1 Foundation Phase:

- This graph (percentage of pupils achieving the Foundation Phase Indicator (FPI) as a three year trend) demonstrates ongoing improvement and a significant rise in our 'ranking.'



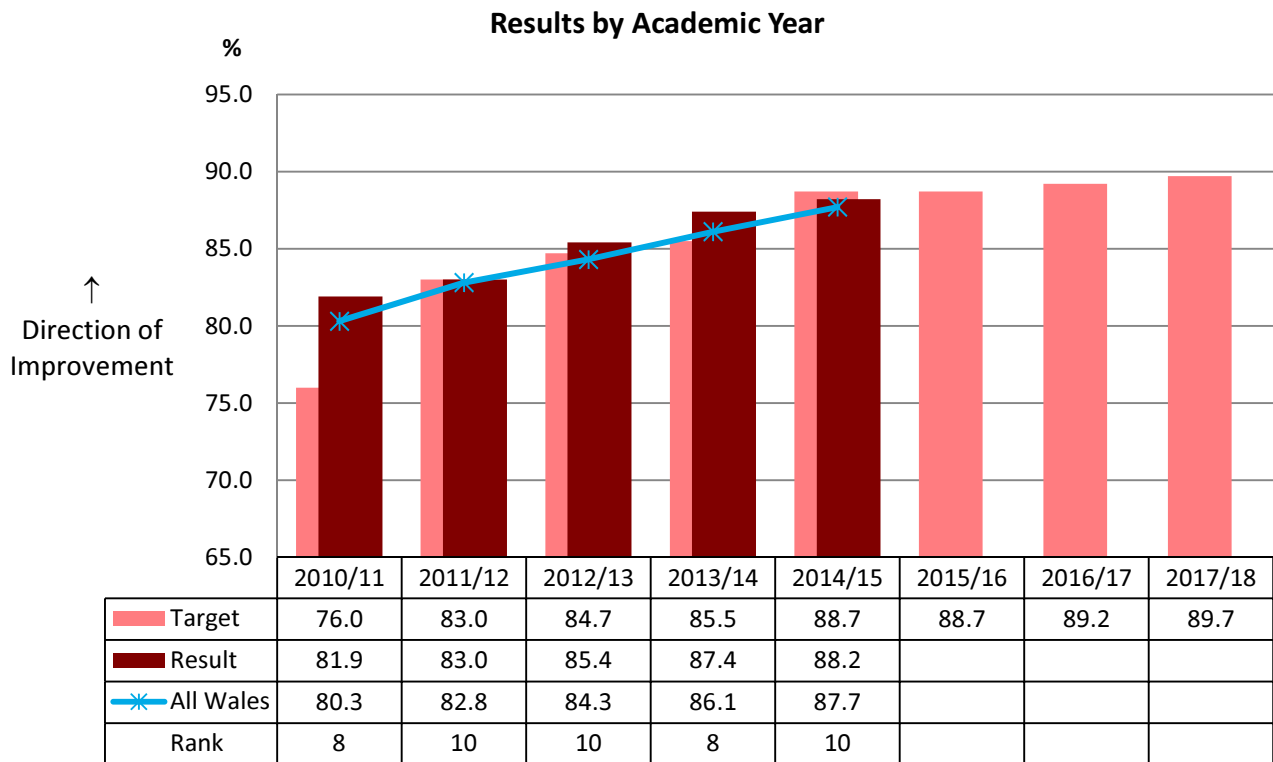
- This graph demonstrates our ongoing improvement in the performance of eFSM learners (eligible for Free School Meal) over four years and a comparison with non eFSM learners in Carmarthenshire and Wales.

FPI- % pupils achieving eFSM/nFSM trend



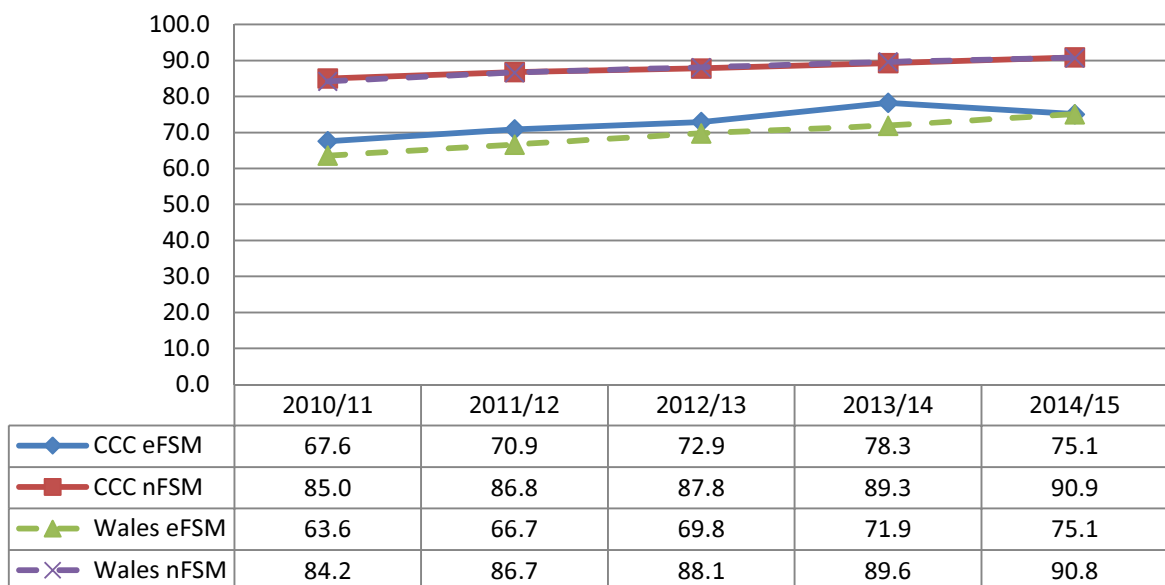
1.1.2 Key Stage 2 (KS2)

- This graph (percentage of pupils achieving the Core Subject Indicator (CSI) as a five year trend) demonstrates our upward trend of ongoing improvement along with raised levels of self-challenge.



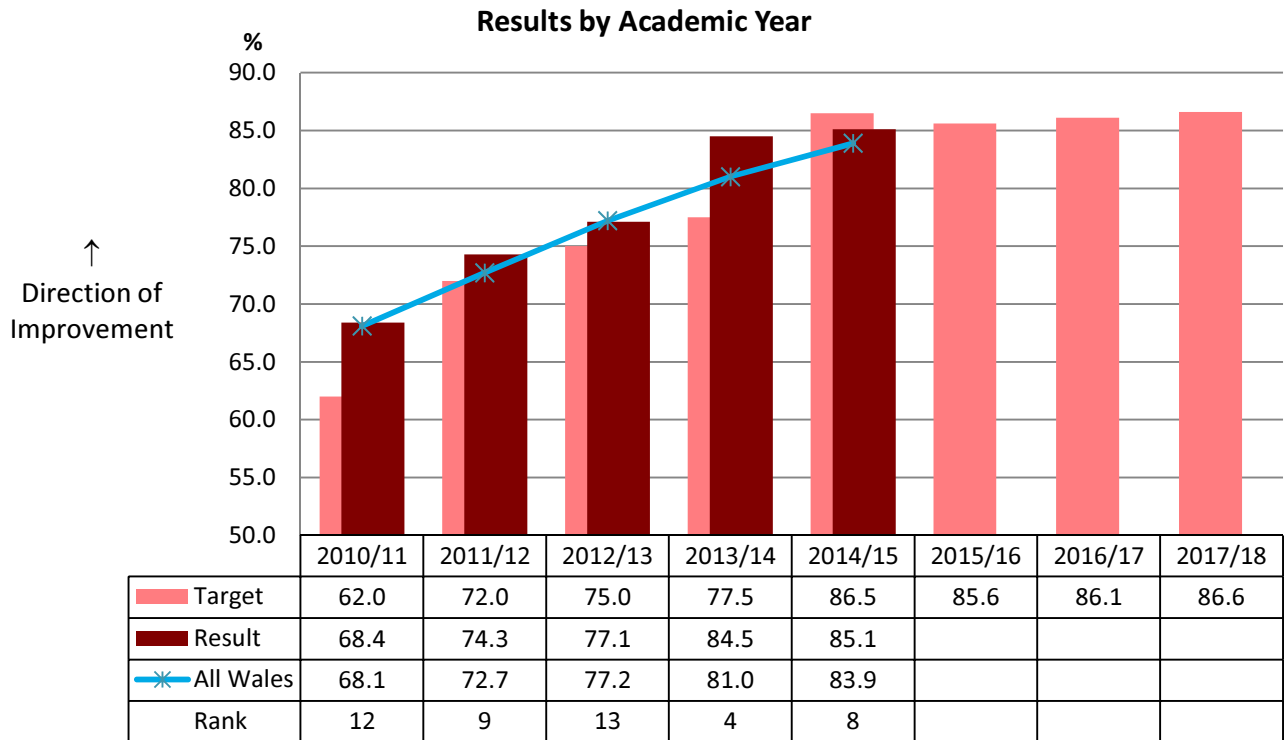
- This graph demonstrates the performance of our eFSM learners (eligible for Free School Meal) over five years and a comparison with non eFSM learners in Carmarthenshire and Wales. A slight decrease is noted this year however, we have kept pace with the All Wales performance.

KS2 CSI % pupils achieving eFSM/nFSM trend



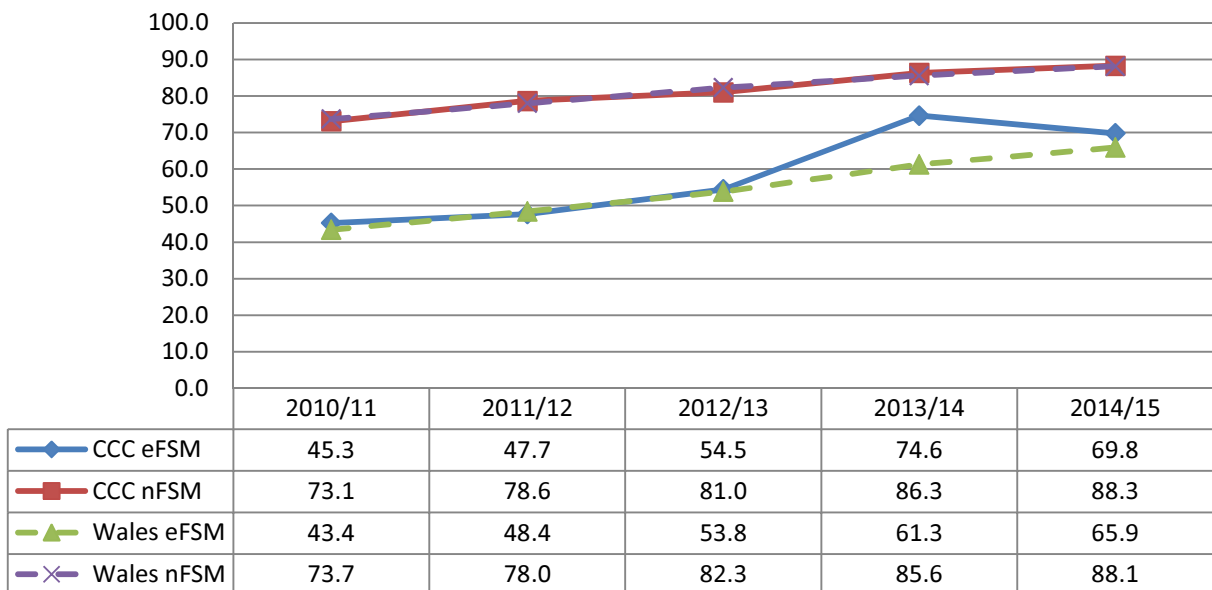
1.1.3 Key Stage 3 (KS3)

- This graph (percentage of pupils achieving the Core Subject Indicator (CSI)) demonstrates our five year upward trend and increasing levels of self-challenge.



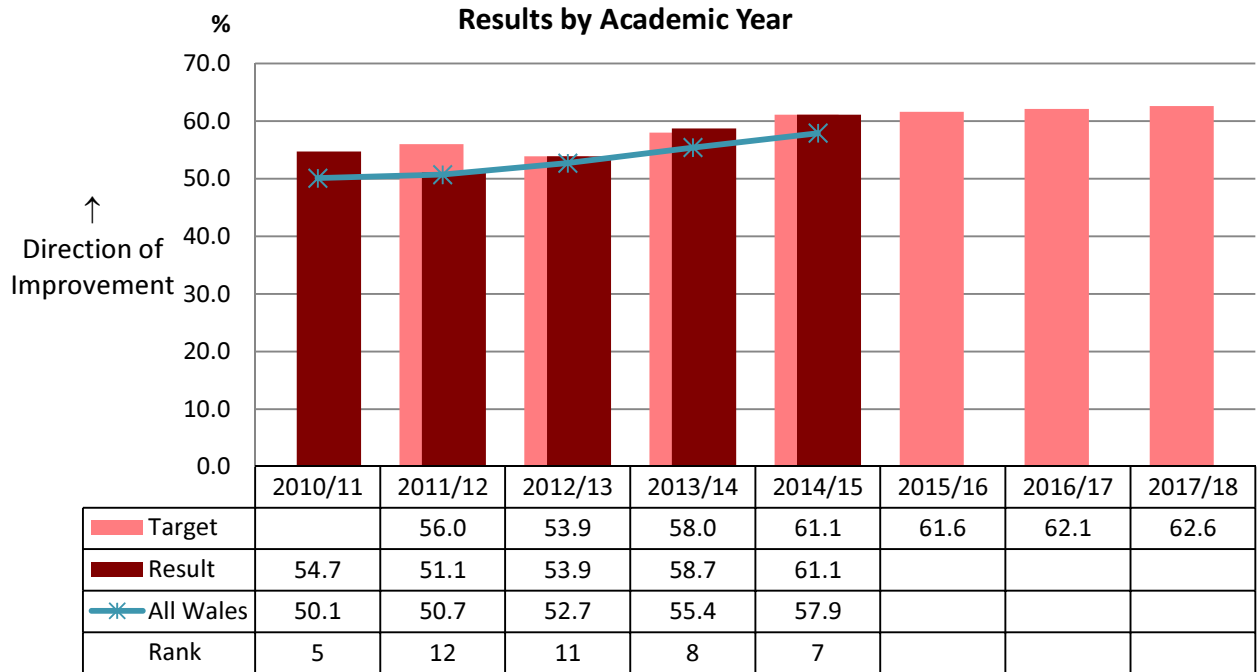
- This graph demonstrates a slight decline in the performance of KS3 eFSM learners (eligible for Free School Meal) in comparison with the previous year. However, our performance remains above the All Wales performance.

KS3 CSI - % pupils achieving eFSM/nFSM trend



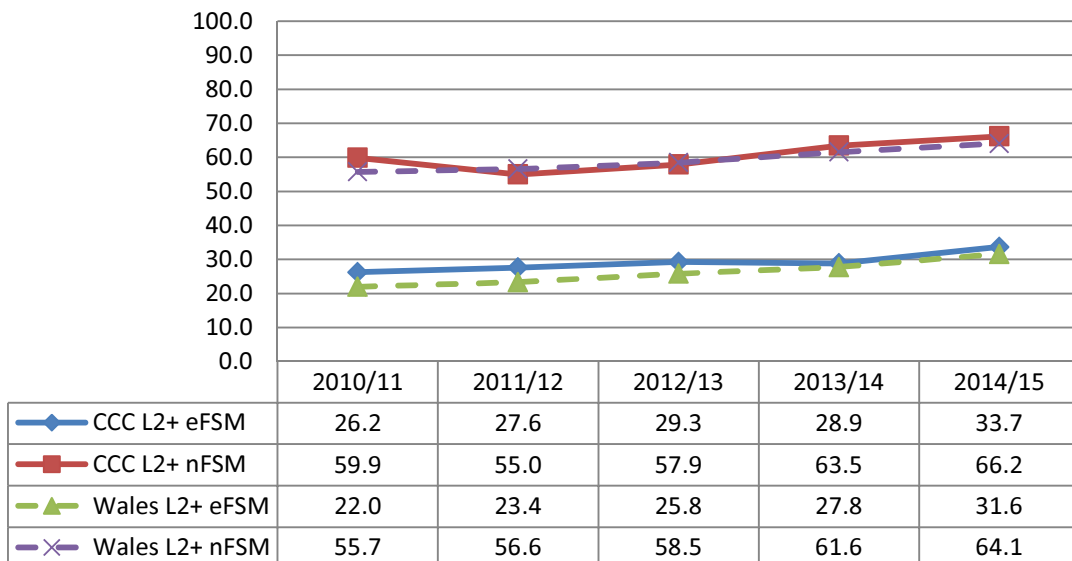
1.1.4 Key Stage 4

- This graph (percentage of pupils achieving the Level 2 inclusive (L2i) indicator over five years) demonstrates our greatest success to date with this key indicator. Breaking through the '60% barrier' is an excellent achievement. It clearly represents the combined and focused efforts of our schools and officers on raising standards.



- This graph demonstrates the ongoing improved performance of our eFSM learners at L2i (with a comparison against nonFSM learners and All Wales data). We have consistently outperformed 'Wales eFSM L2i' since 2011.

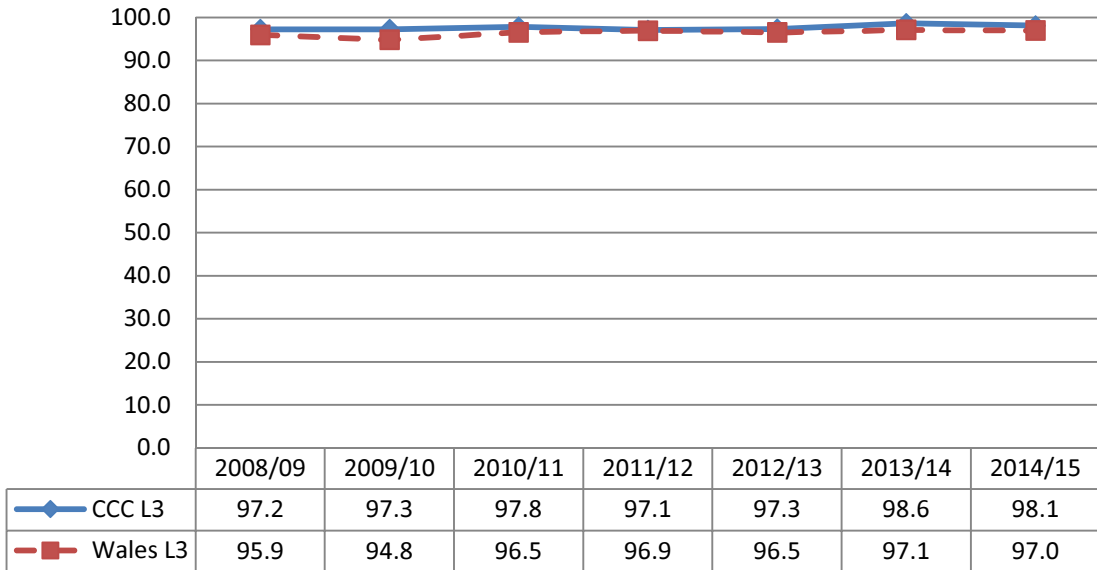
KS4 L2+ - % pupils achieving eFSM/nFSM trend



1.1.5 Key Stage 5

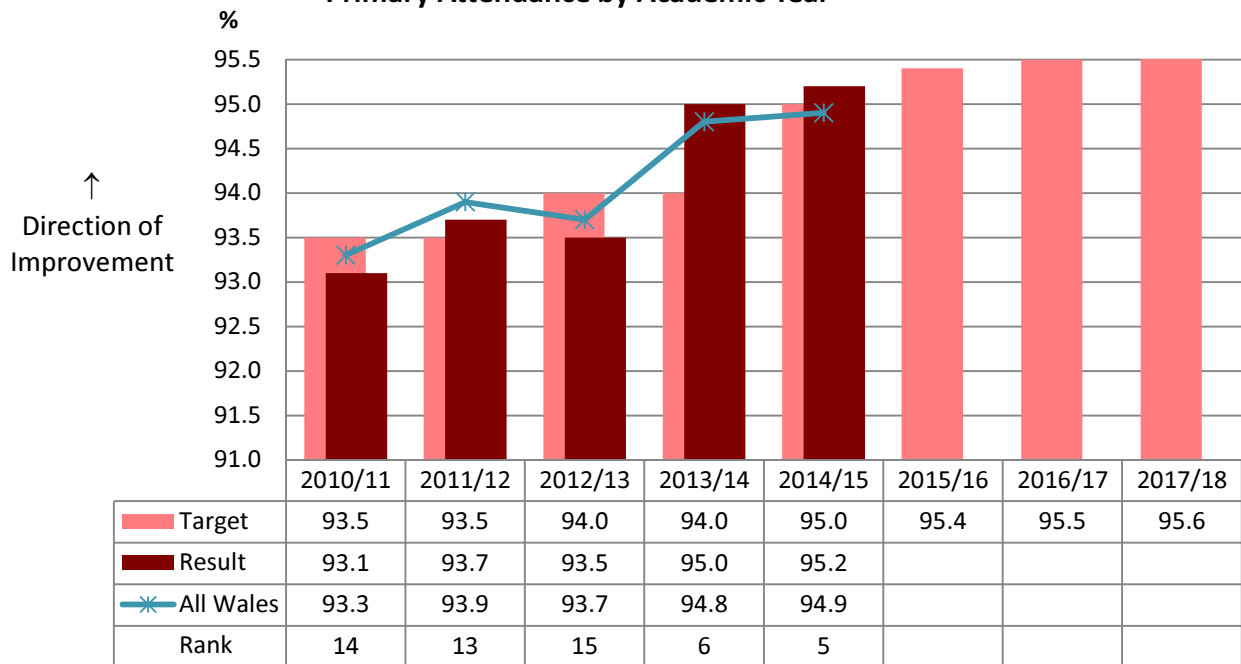
- 2 This graph demonstrates our consistent high level of performance (above the All Wales figures since 2009) for the past seven years at Level 3 Threshold (2 or more A Levels or equivalent qualification).

KS5 Level 3 Threshold 2014/15



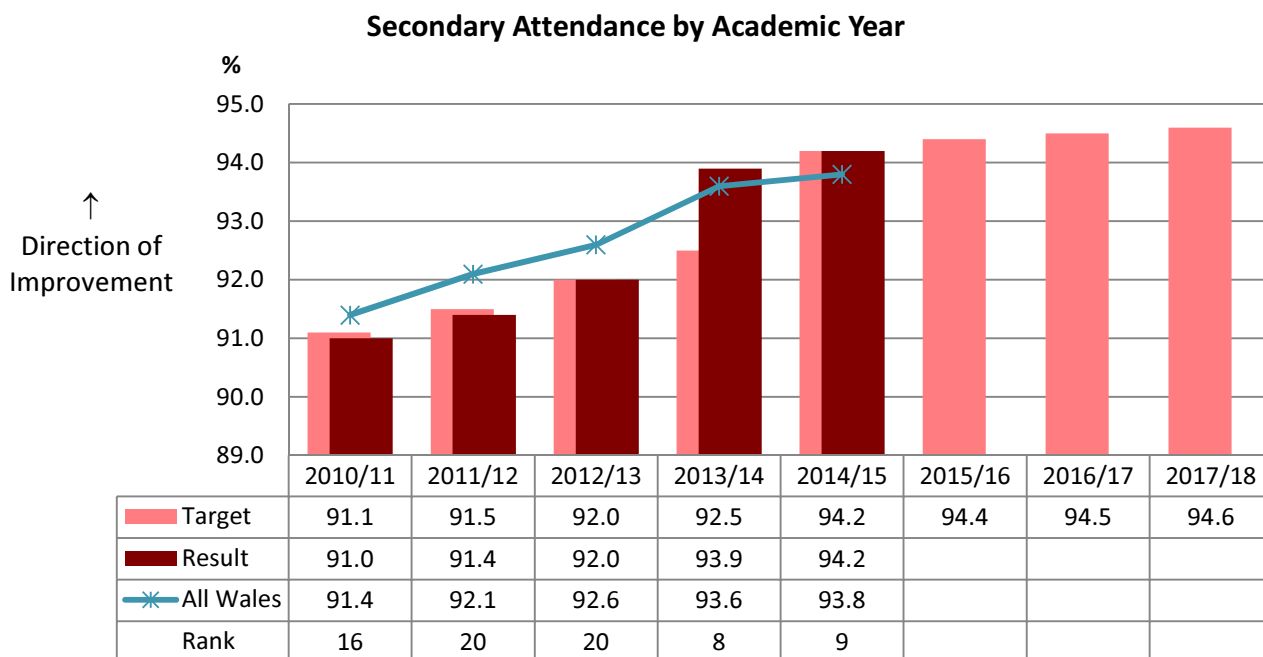
1.2 Attendance - Primary Schools Performance:

Primary Attendance by Academic Year



Primary Attendance is on target and the result has improved compared to the previous year (95.2% compared to 95.0%). Our Welsh comparative ranking has improved to 5th from 6th which is a significant improvement from 15th placed ranking two years ago. The Education Welfare Service has improved engagement from parents. Headteachers are supported with more accurate and regular data monitoring and sharing activities.

1.3 Attendance – Secondary Schools



Secondary Attendance performance is on target and the result has improved compared to the previous year (94.2% compared to 93.9%). Our provisional ranking is 9th (1 lower than the previous year) rising from 20th in 2013/14. Our expected ranking (based on the % of eFSM pupils per LA) is 10th - something we have exceeded with this result. Restructuring of the Education Welfare Service has improved engagement from Headteachers coupled with more accurate and regular data monitoring and sharing.

A summary of strengths and areas for further improvement:

Our key strengths:

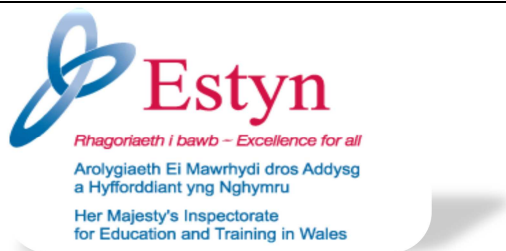
- All end of Key Stage indicators from the Foundation Phase to Key Stage 4 have demonstrated an increase in performance.
- The L2i threshold (5 A Levels A* - C including Welsh or English and Maths) recorded our highest result ever ...breaking through the coveted 60% barrier.
- The achievement of Free School Meals pupils in the Foundation Phase Indicator and Key Stage 4 'L2i' continue to improve.

- Our ranking within Wales has witnessed significant improvement in the end of Foundation Phase and Key Stage 4 L2i indicators.
- Levels of attendance at both primary and secondary continue to demonstrate improvement and an ongoing upward trend.

Areas for further improvement:

- Continue to enhance the performance of Free School Meals pupils
- Continue to enhance provision and performance in the Foundation Phase
- Continue to enhance outcomes for More Able and Talented pupils

2. School Inspection Outcomes



2.1 Key messages from 2014-15 Inspections (based on 20 school inspections)

Main strengths:

Three Carmarthenshire schools were asked to provide case studies for Estyn's website describing the excellent practice that was seen during the inspection.

1. Brynaman Primary School is the first school in Carmarthenshire to be awarded a judgement of 'Excellent' in all areas under the current inspection framework: both overall judgements, all three key questions and all ten quality indicators .
2. Coedcae Comprehensive School was deemed to be 'Excellent' in ten of the fifteen areas: Prospects for Improvement, KQ2 Provision and KQ3 Leadership, Wellbeing, Learning Experiences, Care Support & Guidance, Learning Environment, Leadership, Improving Quality and Partnerships.
3. Llanmilo Primary School was deemed to be 'Excellent' in Prospects for Improvement, Wellbeing and Improving Quality.
4. 'Learning Experiences' and 'Leadership' judged good or better in 75% of schools
5. 'Care, Support and Guidance' and 'Learning Environments' were judged to be good or better in 95% of schools.
6. 'Partnerships' were judged good or better in 100% of schools (as in 2013-14).
7. 'Improving Quality' continues an upward trend of performance with 65% of schools judged good or better (53% in 2010/11).

Areas for improvement:

Around half of the schools inspected -

- Improve attainment (often in relation to the Foundation Phase).
- Increase level of challenge in planning or tasks (mostly in relation to more able).
- Develop 'assessment for learning' (mostly in relation to quality of feedback).

Around a third of the schools inspected -

- Improve attendance (in comparison with 'similar' schools).
- Ensure consistency in the quality of teaching.
- Improve standards in writing (either language).

2.2 Inspection Outcomes Profile for 2014-15

1. The following tables show the percentage of grades achieved against Estyn's 'Quality Indicators' by schools* inspected during the academic year 2014-15 (20 schools - 18 primary, 1 secondary and 1 special).

*each school represents 5%

	Excellent	Good	Adequate	Unsatisfactory
Standards	5%	55%	40%	0%
Wellbeing	15%	50%	35%	0%
Learning Experiences	10%	65%	25%	0%
Teaching	5%	55%	40%	0%
Care, support and guidance	10%	85%	5%	0%
Learning environment	10%	85%	5%	0%
Leadership	10%	65%	15%	10%
Improving Quality	15%	50%	20%	15%
Partnerships	10%	90%	0%	0%
Resource Management	5%	55%	35%	5%

2. The following table shows the number of schools placed in the complete range of Estyn categories over the past five academic years.

	2010-11 (17 schools)	2011-12 (16 schools)	2012-13 (23 schools)	2013-14 (19 schools)	2014-15 (20 schools)
Sector Leading (Case Study)	-	6%	9%	5%	15%
Other 'good schools' (no category)	35%	25%	26%	32%	20%
LA Monitoring	47%	6%	13%	16%	20%
Estyn Monitoring	18%	44%	48%	47%	35%
Need Significant Improvement	-	13% (2 schools)	4% (1 school)	-	10% (2 schools)
Special Measures	-	6% (1 school)	-	-	-
Overall in Category	65%	69%	65%	63%	65%

3. Developing Values and Skills for Life Long Learning

Carmarthenshire schools are centres for high quality teaching and learning across a wide range of stimulating and engaging experiences for learners and staff. Our learners develop numerous important values and skills from early Foundation Phase activity right through to Sixth Form study. In an ever changing world of challenge and opportunity, such core values and key skills are essential to success and enjoyment for all learners. In this section of the report we celebrate the wide variety of opportunities, focusing on participation and achievement, available within our schools. These opportunities are as important as the more traditional aspects of standards and attainment as reported in Section One. Developing a multi-skilled lifelong learner demands a varied and innovative curriculum of opportunities as the following overview celebrates.

3.1 The Foundation Phase

Throughout 2014-15 academic year we have continued to provide Carmarthenshire schools with support for the delivery and implementation of the Foundation Phase Framework for Children's Learning for 3-7 year olds in Wales. The Foundation Phase Grant has maintained its delegated allocation to schools to employ additional Teaching

Assistants (enabling them to work towards achieving the ratios recommended by the Welsh Government). The Local Authority has also provided the expertise and guidance of a Foundation Phase Training Officer who has delivered an effective training programme, together with additional, direct support in schools. The 2014-15 training programme focused mainly on the introduction of the new Foundation Phase Pupil Profile. The Foundation Phase Grant also continues to retain Early Years Advisory Teachers to support the delivery of part-time learning provision for 3 year olds in Non-Maintained Settings across Carmarthenshire. The training for non- maintained settings focused on early language development using the EYPDG funding (Early Years Pupil Deprivation Grant).

3.2 *Non maintained settings*

There are currently 43 Non-Maintained Settings across Carmarthenshire delivering part time learning provision to 3 year olds. During the 2014-2015 academic year, nine Non-Maintained Settings were inspected by Estyn. The Early Years Advisory Teachers continue to deliver valuable training and support to staff enabling them to deliver effective learning provision. The training programme focused on Oracy skills and developing key strategies to develop Welsh in both first and second language in all settings.

The 'Cwtsh Cyffro' centre (located in Canolfan Griffith Jones, St Clears) was created to showcase good practice across all areas of learning and provision within the Foundation Phase. It is utilised for both training purposes and by outside agencies working with children. The Local Authority (LA) continues to support settings and provide good quality training to ensure that they are working to their full potential.

	2014-2015
Number of Non-maintained settings inspected	9
% of Non- maintained settings in 'followup'	45%
LA Monitoring	2
Estyn Monitoring	3
In need of Significant Improvement	None
Special measures	None

3.3 *Enhancing Welsh Heritage, Culture, Sustainable Development and Global Understanding:*



Codi Caerau:

A new language charter for Carmarthenshire schools has been launched in Carmarthen. Codi Caerau Sir Gâr, our new language charter, was launched at an event at Yr Atom, the new Welsh centre in the town's King Street. The aim of the charter is to encourage young people to learn Welsh and to use the language, developing from only speaking Welsh to teachers to using the language around the school, with friends, parents, using Welsh technology such as apps and listening to Welsh music and watching Welsh language programmes. The word 'Caer' in Codi Caerau, comes from the Welsh word for Carmarthen, Caerfyrddin. The origin of the word Caer is the Latin castrum which means castle or stronghold.

Carmarthenshire County Council executive board member for the Welsh language Cllr Mair Stephens told the launch: "The purpose of the charter is to support bilingualism. As someone who has learned the Welsh language you can see the advantages of speaking it." She said that people who were bilingual learned to think outside the box. The council's Chief Education Officer Gareth Morgans said the purpose of Codi Caerau Sir Gâr was to create strongholds of the Welsh language in the county. Poet and author Mererid Hopwood gave an informative presentation on the development of the Welsh language.

Gwynedd County Council language charter officer Gwenan Ellis Jones said that Gwynedd's charter was used to encourage pupils to speak Welsh outside the classroom. Elfed Morgan Morris, headteacher at Ysgol Llandygai in Gwynedd, described how the charter and the school's Cled Celt character were used to help parents appreciate the value of being bilingual and inspire pupils to use the Welsh language.

Improving Welsh and Bilingualism Teachers hosted workshops on the language charter, DJ Marky G (Marc Griffiths) gave a talk the use of radio in schools and pupils

of Bancffosfelen School performed an enthusiastic 'Rap Siarter Sir Gâr' which was co-written between the pupils and the Welsh Children's Poet Aneirin Karadog.

Carmarthenshire County Council executive board member for education and children's services Cllr Gareth Jones said: "It is a historic day in Carmarthenshire in launching the new language charter. It is another step forward as we try to restore the position of the Welsh language in the county."

Click on the You Tube link to listen to the pupils from Ysgol Bancffosfelen performing 'Rap Codi Caerau'

<https://www.youtube.com/watch?v=cWd14mirS-l>

Reading our way to enjoyment and success ...

1. Welsh Books Quiz 2014-15

42 teams from our primary schools participated in 2 rounds held within Carmarthenshire. A significant number (232) of pupils were involved in discussion and presentation of materials based on their reading and learning. Ysgol Llannon came 3rd in the National Round held in Aberystwyth on 16th June 2015 (Yrs 3 / 4).

2. 'Sgwad Sgwennu' (Writing Squad)

Sixty 'More Able and Talented' KS3 pupils (30 Welsh medium and 30 English medium) participated in our Sgwad Sgwennu 'creative writing' workshops throughout the year. Supported by 'Literacy Wales, UWTSD and Carmarthenshire County Council, the workshops provided direct access and interaction with well-known poets and authors in support of our pupils' writing skills.

3. Bookslam 2014-15!



- Two Carmarthenshire Schools, Johnstown CP and Ysgol Glanyfferi, were awarded 1st and 2nd places in the National Final of the Welsh Books Council Competition, held on 9th June 2015.

- Johnstown’s team were crowned National Champions, beating schools from all over Wales to collect the coveted Bookslam Award on stage in Theatr Brycheiniog, Brecon.
- Johnstown also won £150 for the school to spend on books, with Ysgol Glanyfferi collecting £100. This was an outstanding achievement for both schools – and a real honour for Carmarthenshire.
- Later in the summer term, Paul Manship, one of the featured authors in the Bookslam competition, visited Carmarthenshire to work with some of our more able and talented writers.
- The Writers’ Squads are organised by the Literacy Team to inspire and develop the talent of Carmarthenshire’s young writers- in both Welsh and English. Other recent guest authors include Mererid Hopwood, Eurig Salisbury and Phil Carradice.



Above: Pupils of Johnstown CP – National Bookslam Champions, 2015

Below: Ysgol Glanyfferi Bookslam Team – Runners Up, 2015



The 'Scarlets' Partnership



Above - pupils from Bynea School following the new literacy and numeracy trail at Parc y Scarlets

Officers from the Education department have worked with staff from the Scarlets to produce educational materials to ensure that visits to the stadium can have a greater educational focus and to allow for more appropriate educational follow up activities in schools. The group has had access to the historical records of the club, photographs and have had the chance to use nearly every area of the site.

To support the Literacy & Numeracy Framework a bilingual literacy & numeracy trail has been developed. The trail was road tested by Ysgol Rhys Prichard and Bynea School. Carmarthenshire Digital Pioneer Schools have worked together to produce a series of bilingual e-books which will be hosted on Hwb+.

Welsh Heritage Schools Initiative

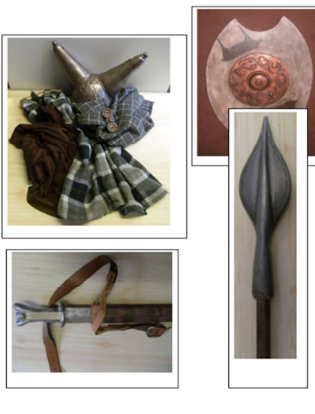


Pupils and staff from Ysgol Penboyr with their award at the National Museum

- Each year, the Welsh Heritage Schools Initiative invites schools across Wales to undertake heritage projects and to submit them for this nationwide heritage competition.
- This year was another successful year for schools in Carmarthenshire with six winning submissions.
- County schools displayed their entries at the County museum at Abergwili over the summer.
- Ysgol Penboyr were awarded the Primary National History Museum Shield and represented the primary sector at the Welsh Heritage Schools Initiative 25th anniversary celebration at the Senedd.

History and Religious Education Artefact Loan Service

Celtiaid/Celts 1	
Eitemau yn y Cawell Storio/ Items in Storage Crate	Nifer/Quan- ntity
1. Helm Waterloo/Waterloo Helmet	1
2. Trowsus/Trousers	1
3. Clogyn/Cloak	1
4. Tws/Brooch	1
5. Sgyrt/Skirt	1
6. Lyfr/Book: Caradog and the Romans	1
Eitemau sydd ddim yn y Cawell Storio/Items not in Storage Crate	
7. Tarian/Shield	1
8. Gwayffon/Spear	1
9. Cleddyf/Sword	1
10. Gwain/Sheath for Sword	1



- The County Museum at Abergwili hosts a collection of loan boxes that supports the teaching of history and Religious Education.
- There are over 30 history boxes ranging from Roman soldiers' uniforms through to household items from the 1960s and 1970s.
- There are a similar number of Religious Education boxes containing religious artefacts such Torah scrolls, prayer mats and Diwali sets.
- The collections support learning from the Foundation Phase to Key Stage Three. New packs of resources are currently being developed.
- This year fifty four schools in Carmarthenshire and 4,204 pupils used this free loan service.



- All schools in Carmarthenshire are registered on the Eco Schools programme.
- By the end of March 2015 ninety five schools in the county had been awarded the International Eco Schools green flag.
- Twenty five schools: **Ysgol Saron, Ysgol Feithrin Rhydaman, Ysgol y Castell, Ysgol Gymraeg Rhydaman, Llanmilo Primary School, Ysgol Dewi Sant, Copperworks Infants, Johnstown School, Lakefield School, Pentip School, Ysgol Carwe, Ysgol Llanddarog, Ysgol Llandybie, Ysgol Pont-henri, Ysgol y Ddwylan, Ysgol y Tymbl, Ysgol y Bedol, Ysgol y Dderwen, Ysgol Llannon, Ysgol Gorslas, Ysgol Nantgaredig, Ysgol Babanod Llangennech, Ysgol Iau Llangennech, Pembrey School, Johnstown school and Ysgol Peniel** have received the Platinum Award (schools that have been performing to green flag standard for over eight years).
- A pupil from Ysgol Coedcae Secondary School submitted the winning entry for the Young Reporter for the Environment competition for the 15-18 age group video report. Schools from 25 countries participated in this event.
- The School Improvement Service have run a number of well attended Eco Schools twilight training events in conjunction with the National Botanic Garden of Wales this year.



Above - pupils from Johnstown school on a litter pick

Fair Trade Activities



Divine Poetry Competition 2014

Now in its 12th year, The Divine Poetry Competition, organised in partnership with Christian Aid, provides teachers with an opportunity to explore the issues of fair trade in class, and gives young people a creative way to respond and articulate their ideas.

- Carmarthenshire has been a Fair Trade county for nearly six years. The schools in the county have contributed significantly to this achievement. Seventy four schools are registered on the Fair Trade scheme with 14 schools having worked their way through the full programme and gained the Fair Trade flag having been awarded the Fair Achiever Award.
- The Divine chocolate poetry competition is an established feature of the Welsh education year. A number of primary and secondary schools in the county have been very successful in this event over the years. This year Ysgol Nantgaredig won the second prize in the primary category of this event.

International School Linking

During the year, 18 Carmarthenshire schools received support to initiate international schools partnerships or sustain existing ones. These links contribute to the development of many of the skills and values associated with global citizenship including critical thinking and respect for diversity. They also provide an authentic and motivating context for developing literacy, numeracy and IT skills.

Connecting Classrooms

This programme, funded by DfID, fosters links with developing countries with the aim of enriching the curriculum and exchanging ideas for improving teaching and learning. They help all concerned to improve their understanding of global issues and promote the development of long-lasting international friendships.

Lesotho

- Johnstown, Pembrey, Pentip, Glan-y-mor, and Dyffryn Taf schools participated in reciprocal visits with partner schools in Lesotho this year.
- This year saw the 30th anniversary of Dolen Cymru Lesotho, the charity instrumental in forging meaningful and sustainable links between the peoples of Wales and its twin country, Lesotho. Celebrations included a high profile *Mokete*

concert held in the Coal Exchange, Cardiff. This coincided with the visit of the Basotho teachers who were greeted with song, dance and drama performances by pupils from 7 Carmarthenshire schools.

- Richmond Park, Y Castell and Pentip schools hosted volunteer teachers from Lesotho for 7 week placements, a first for Wales.

Malawi and Ghana

- Queen Elizabeth High School participated in an exciting project linking with schools in these two contrasting African countries. This focused on the theme of Fairness and Equality, looking at the global consequences of Fairtrade as well as environmental sustainability.

Jamaica

- New links have been made with schools in Jamaica involving Halfway, Stebonheath, and Coedcae schools who used the theme of Identity and Culture as a focus.

European Links

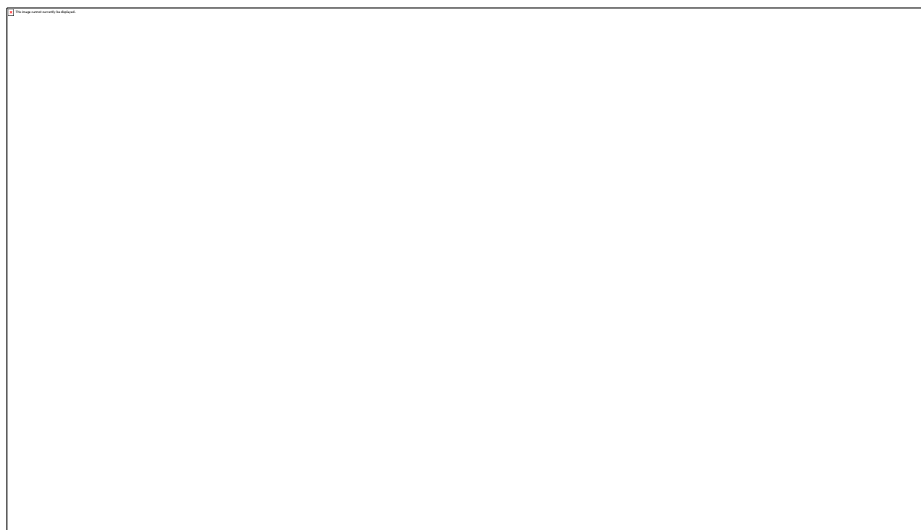
This year sees the end of the Comenius programme which has involved some 30 Carmarthenshire schools over the years supported mainly through the Wide Minds (WiMi) Network. As well as providing opportunities for professional development for school staff, many pupils, including those from disadvantaged backgrounds, have broadened their horizons and boosted their confidence through visits to partner schools abroad.

- Gwenllian, Llangadog, Swiss Valley, Dewi Sant, Bro Dinefwr, Y Bedol and Heol Goffa all successfully completed their Comenius partnerships.
- Bro Dinefwr's Healthy Eating project with Denmark was showcased by the British Council at an audience with the Senedd on March 10th, 2015.
- Y Bedol were also invited to the Senedd along with their partners from Tahiti, Gran Canaria, Poland, Finland and Italy to promote their project entitled "Made in..." Through the project, the school has strengthened its link with local businesses and introduced pupils to the world of work and globalisation.
- Coedcae and Bro Myrddin have begun work on projects funded through the new EU programme – Erasmus +. Coedcae is focusing on Sport, Healthy Living and Equal Opportunities, while Bro Myrddin is looking at Sustainable Development and Democracy.

Global Learning Programme- Wales

This new programme, funded by DfID, has begun building a network of lead schools with existing good practice in ESDGC. The programme aims to support teachers in 50% of schools in Wales to equip their pupils with the knowledge and skills to make a positive contribution to a globalised world.

- Ysgol Gymraeg Rhydaman, Johnstown, Dyffryn Taf, and Glan y mor/Bryngwyn have been selected as Lead Schools and will begin creating their networks of local schools next year.



Picture: Ysgol Y Bedol visiting the Senedd as part of the 'Comenius Project'

3.4 Information and Communication Technology:

The 2014-15 academic year has witnessed further developments within this key area of our provision:

- Five members of staff (three from School Improvement Service and two teachers on secondment) were re-accredited as qualified Hwb+ trainers to provide support for schools in developing Hwb use.
- Tranche 5 of Hwb+ rollout to primary schools received 1.5 days of Hwb training (both centrally and within schools). The training focused upon 'J2E' as an effective tool for evidencing and supporting AfL of pupils' digital work and the 'Playlist' tool for efficiently creating and sharing of digital resources.
- Secondary School Middle Leader PLC online platforms were created using Hwb Networks and membership extended to also include middle leaders within Pembrokeshire schools. Staff received training in Office 365, J2E and Playlists shared through Hwb.

- Carmarthenshire & Pembrokeshire secondary ICT HoDs received training in Computer Programming by Technocamps (funded through the Regional Collaboration Fund).
- 'Primary Networking' was run as a series of workshop based sessions which were well attended and received.
- Governors' pages on Hwb have started to be piloted for a number of primary & secondary schools.
- The LA school website system was migrated to the mobile compatible/cross platform Umbraco system. The ICT team assisted with the initial rollout to schools, and then undertook all subsequent support and training.

3.5 Healthy Schools

The Healthy Schools Scheme (HSS) is in its 12th year with a total of 117 schools currently on board. A total of 16 schools were successful in completing another phase this year within the scheme and were awarded with their plaques at the annual award ceremony which was held at Parc y Scarlets on 3.7.15. There are 7 schools currently aiming towards the National Quality Award (NQA), which is the highest award achievable within the scheme with Nantgaredig successfully passing the NQA re-assessment visit on 27.11.15.

Partnership working

Domestic Abuse Steering Group:

The HSS is now a member of this group due to setting up working partnerships with the Local Authority's Safeguarding Officer, Domestic Abuse Officers and Educational Child Psychologists. This has contributed to the production of a draft Protocol for Carmarthenshire Schools on Domestic Abuse. The scheme emphasises the importance of educating pupils on Healthy Relationships within the PSE curriculum.

Play Sufficiency Steering Group:

As a member of this group, we contribute by working in partnership and support of the 'Play Sufficiency Assessment Toolkit.' This activity increases physical play opportunities for children & young people within Carmarthenshire.

Carmarthenshire's Childhood Obesity Prevention Group (CCOPG):

The HSS scheme continues to co-ordinate and chair the CCOPG meetings which have been running successfully for two years. We have several actions within the Group's Action Plan such as increasing physical activity levels amongst pupils.

The Anti Bullying Forum:

This forum is co-ordinated by the HSS, holding its first meeting on 29.6.15. Its aim is to tackle bullying head-on through a strengthened partnership approach to raise awareness of anti-bullying initiatives such as the 'Young People's Anti-Bullying Survey'.

Health & Well-being related workshops and training for pupils

We have delivered workshops on Body Image & Self-esteem at Ysgol y Strade to Year 10 pupils and also delivered workshop sessions on Healthy Relationships & Bullying at Abernant and Brynsierfel Primary Schools (to Year 5 & 6 pupils). A total of sixty two Year 12 pupils from Bro Dinefwr, Strade & Amman Valley received Sex Educator Training during September and October, 2015. The Year 12 pupils have since planned and delivered their sessions to their Year 8 & 9 peers. A total of fifty six Year 9 pupils from Strade School received Peer Mentoring training, beginning their roles as Mentors upon entering Year 10 in September, 2015.

Hari, Heti and the Happy Heart storybook

This bilingual storybook was produced in partnership with the Language and Play Scheme for Pre-schoolers, Foundation Phase aged children and their parents. Its purpose is to raise awareness of the dangers of second-hand smoke, new legislation on smoking in cars and the 'Smoke Free Playgrounds' campaign. It also informs parents of where they can receive help to undertake a 'Quit Attempt' and how to reduce harm to their children if they are unable to quit. It empowers children by educating them on their right to live, travel and play in a 'smoke free environment.'

University of Wales Trinity St David (UWTSD)

The HSS was invited by the School of Social Justice & Inclusion at UWTSD to deliver a lecture on Mental & Emotional Health & Well-being to students studying on the Youth degree. The lecture included aspects of mental and emotional challenges experienced by children and young people, as well as unhealthy coping mechanisms.

Parents Evenings

We were invited by three primary schools (Cross-Hands, Drefach & Abernant) to deliver presentations on Safety & Child Protection issues. We presented on Healthy Relationships, Bullying and on Appropriate and Inappropriate touching, with reference made to the Welsh Government PSE teaching resource 'Growing-Up'.

3.6 Criw Celf

This three year pilot project has had the over arching aim to provide high quality extra curricular master classes for More Able and Talented school pupils from Carmarthenshire who excel in the visual arts from primary school pupils through to A level students.

The project recognised the importance of nurturing and encouraging our young peoples' involvement and inclusion in high quality arts activities in order to widen opportunities, raise aspirations and provide visual arts experiences often not available in the school setting.

The strong partnership working between galleries, artists, art colleges and the education department has proven to be a model of good practice exemplifying how successful and collaborative partnership working can transform the opportunities and experiences of our young people.

Participants were given the opportunity to develop their understanding and experience of the visual arts, crafts and design in the form of workshops, master classes, portfolio development and the opportunity to work with professional artists. At the end of each year the three groups exhibited their work in the participating galleries and art college. Pupils taking part in the AS/A level group also visited artist's studios to introduce them to the professional practices and experiences of a range of visual artists. Older students visited exhibitions in Cardiff, Bristol and the Young Designers Show in London.



Above - Criw Celf workshop

3.7 Carmarthenshire School-based Counselling Service (SBCS)

Carmarthenshire has commissioned Area 43 to manage and provide a professionally accredited school –based counselling service to its young people from year 6 to age 18. Pupil use of the service has continued to be good. 916 pupils used the service in this academic year accessing an average of 5.7 counselling sessions. 13 of these were year 6 pupils. Young People Core outcome measures show that the level of emotional distress frequently moves from moderate to mildly elevated and young people’s own evaluation of the service is overwhelmingly positive.

Almost all the children and young people report that their confidence has improved as a result of the counselling sessions, that they were less worried, felt more supported and were more able to cope with issues they were facing. The predominant issues addressed through counselling were linked to family and self worth. School staff continue to be very satisfied with the provision of the SBCS.

3.8 Carmarthenshire Minority Ethnic Achievement Service (MEAS)

This year has seen our EAL population rise significantly yet again. The service covers 45 primary schools and 10 secondary schools. Currently we have in excess of 1,105 children on our EAL register, a number which has increased year on year (87 in 2003/4).

Presently we are a staff of 4 English as an Additional Language (EAL) Specialist teachers and 1 Polish Bilingual Teaching Assistant. Unfortunately due to the removal of core funding we have seen a reduction in our staffing levels. Consequently we have needed to prioritise support of EAL learners based on need. We still support all children who are stage A and B on the EAL register and the majority of stage C students in Secondary. We work closely with those who have daily contact with EAL learners to help them develop inclusive strategies and reach their potential. We offer support for schools preparing for new arrivals and with more advanced learners. We work with EAL Coordinators to monitor the progress of our learners and help with pupil assessment, target setting and planning for future learning. We also provide staff training and offer inset packages.

The MEAS team, working closely with our colleagues in schools, aim to achieve the following common objectives:

- Continued and marked progress of English/Welsh language acquisition
- Enhanced personal development
- School leavers with qualifications and good employment prospects.

We have provided a range of stimulus events over the past year to further develop staff

skills in key areas to raise the achievement of our learners. We have particularly focused on the use of technology to help our learners' progress. We have also been working closely with Ceredigion and Pembrokeshire to share training expertise.

3.9 Carmarthenshire Traveller Achievement Service

The service continues to support traveller children in both primary and secondary schools with their literacy and numeracy to raise their educational attainments. This year a small number of secondary-aged children have been taken out of school to be home educated. The Service works closely with schools, families, EWOs, the housing department and other Local Authority Traveller services to ensure that all the children receive a suitable education, attend school and reach their academic potential.

Children from the Traveller communities have participated in a 'Traveller Youth Forum' run by Save the Children that gives the opportunity for all Traveller pupils from every authority throughout Wales to have their voice heard. They have attended 3 forums throughout the year and have worked with outside agencies, Swansea YMCA and Show Racism the Red Card. The children have also been able to experience extra curricular activities - in Carew they went crabbing, made bender tents and rabbit stew, in Swansea they climbed trees, made camp fires and did wood carving.



Children's Commissioner's Office, Swansea



St David's Hall, Cardiff

Two of the Carmarthenshire traveller group became involved in the planning of these forums and have recently attended a meeting in the Children's Commissioners office in Swansea.

At the beginning of the year two Traveller families from Coedcae, were involved in a project with Swansea Museum, Looking at Life as A Gypsy. The children looked at

traditions from the past and how families are today, they researched their families and produced a book of photos called 'The Gypsy Way'. The book was then exhibited in St David's Hall Cardiff as part of the Gypsy Roma History Month Event in June. The book and the work the children produced is currently being exhibited at Swansea Museum until January 10th 2016.

3.10 **Supporting Additional Learning Needs (ALN)**

Supporting schools with ALN Reform

Person-centred coaches have supported schools to familiarise themselves and use person-centred tools. Useful resources for schools such as One Page Profiles and Individual Development Plan pro forma have been developed.

Flagship Schools have been developed to act as models of best practice in the field of Person Centred Practice and champion the tools needed to support future ALN reform. These schools are also developing PCP Support Networking Groups and organise support meetings for coaches.

A number of consultative events have been arranged throughout the year to gather the views of school staff in relation to the Draft Additional Learning Needs and Education Tribunal (Wales) Bill and to submit consultation responses.

Behaviour Support Services

Consultative and evaluative work around current behaviour support services looking at what works, what needs development and what needs to change has been undertaken. A proposal to remodel behaviour support services has been developed to raise school capacity in early behaviour intervention through bringing together the Behaviour Support Community Team and Rhydygors Day Centre into one service.

Training

Other training being rolled out across schools and services in the county include autism awareness, social stories, the 'working for' approach, Anxiety and Autism and Picture Exchange Communication System (PECS).

Garreglwyd – school & residential developments

Garreglwyd educational provision will be transferring to a new specialist autism provision as part of the newly built secondary school at Bro Dinefwr and will be re-named Canolfan Y Cothi. During the past year, planning for pupils transition has involved parents, pupils and multi-agency professionals. When completed the facilities will have the capacity to support up to 30 secondary aged pupils on the autism spectrum.

Garreglwyd Residential Autism Provision will remain in its current location in the Gwendraeth Valley. Planning and preparatory visits have taken place with a view to supporting two pupils with autism, who are currently in out-of-county specialist residential provisions, to return to Garreglwyd in the foreseeable future. Further expansion of this provision is planned in 2016/17.

3.11 Carmarthenshire Music Service

Carmarthenshire Music Service has continued to provide high quality tuition and performing opportunities to the pupils of our county. During 2014-2015:

- Pupil numbers remained high with just under 6,000 pupils receiving weekly provision in the form of instrumental lessons, vocal tuition or curriculum support.
- Carmarthenshire Music Service was ranked 3rd out of 61 in the 2015 Schools Survey.
- The service ran 5 ensembles at Intermediate Level (Key Stage 3) which culminated in the Intermediate Music Festival held at Q.E. High School during March 2015.
- The service ran 6 ensembles at Senior Level (Key Stages 4 & 5) which culminated in the Senior Music Festival held at the Ffwrnes and Lyric Theatres during March 2015.
- The Service ran 14 Junior ensembles (Primary) that took part in the *Junior Proms Festival* held across four concerts at the Ffwrnes Theatre in June 2015. More than 2,000 primary school pupils took part in 2014-2015 which was a record for Carmarthenshire Music Service!



- Over 60 secondary school pupils represented Carmarthenshire in the Six Counties Ensembles run by the ERW Consortium.
- 27 young musicians represented Carmarthenshire at National Level performing with National Youth Arts Wales.
- The Senior Wind Band and Senior Strings undertook a very successful four-day concert tour of Belgium in June 2015.



- A former pupil of Ysgol Bro Myrddin and Carmarthenshire Music Service, Anne Denholm, was appointed Official Harpist to HRH The Prince of Wales.

3.12 Leadership of Learning

ERW School Leadership Development Programme:

Our 'middle' and 'aspiring' leaders continue to benefit from the ERW School Leadership Development Programme.

Study of key areas of the Welsh and international education agenda facilitate good practice and school improvement across a variety of strategies. Focusing clearly on the Leadership Standards, the programme continues to act as a most useful precursor to senior leadership roles and NPQH provision. Working in close partnership with the University of Wales Trinity St. David, Carmarthen, all successful candidates graduate with the Graduate Certificate in Professional Development.

NPQH (National Professional Qualification for Headship) Provision:

We provide guidance and support for practitioners from across all sectors wishing to pursue the NPQH programme. We are proactive in the identification of future leaders, working in close partnership with our headteachers and senior leaders as part of our 'succession planning' programme.

Carmarthenshire NPQH Programme graduation statistics:

Cohort	Primary	Secondary	Total
2011/12	1	2	3
2012/13	5	2	7
2013/14	2	1	3
2014/15	3	-	3
2015/16	6	-	Summer Term '16

Professional support and development for Newly Appointed Head teachers:

We continue to support our newly appointed headteachers with –

- Professional mentor support
- Local network meetings*
- ERW Seminars/workshops

*meetings provide opportunities for discussion and collaboration with local authority partners e.g. Human Resources, Inclusion, School Improvement, Finance, Safeguarding, Health & Safety etc.

Professional development for Head teachers and Senior Leaders:

Carmarthenshire continues to support and promote effective sharing of good practice within our LA and Region. Numerous levels of regional collaboration have facilitated professional development and whole school improvement effectively. Carmarthenshire Head teachers and Senior Leaders have experienced and contributed to a variety of activities including:

- Executive Headteacher roles: leading schools within a partnership or federation
- Curriculum innovation work: leading curriculum innovation as regional Leaders of Learning (sharing of good practice – particularly in the fields of literacy, numeracy and reducing the impact of poverty)
- Commissioned leadership work: undertaking support and challenge activity within our schools e.g. working with schools causing concern, ERW Core Visits etc

- Supporting Local, Regional and National Networks e.g. developing Leadership Programmes, Practice Review and Development, Governor Services, Headteacher Professional Reference Groups etc.
- DEPNET Group (Secondary Deputy Headteachers' Network): this newly formed network links deputy head-teachers from all our secondary schools and engages them in a wide range of self-improving activities in support of raising standards.

4. Jargon buster

Jargon	Meaning
AfL	Assessment for Learning
ALN	Additional Learning Needs
Area 43	Youth Project Charity
CSI	Core Subject Indicator - awarded to pupils at the end of: KS2 (Year 6) – achieving Level 4 or above in Welsh or English, Maths and Science KS3 (Year 9) – achieving Level 5 or above in Welsh or English, Maths and Science
DEPNET	Secondary Deputy Head teachers' Network
EAL	English as an Additional Language
EIG	Education Improvement Grant
ERW	Education through Regional Working (our Regional Consortium)
EWO	Education Welfare Officer
FP	Foundation Phase
FPI	Foundation Phase Indicator - awarded to pupils at the end of Year 2 achieving Outcome 5 or above in Language (Welsh or English), Mathematical Development and Personal & Social Development
KS	Key Stage
LA	Local Authority
L2i	Level 2 inclusive (5 A Levels A* - C including Welsh or English and Maths)
L2	Level 2 (5 Levels at A* - C grades)
Level 3 Threshold	2 or more A Levels or equivalent qualification
MEAS	Minority Ethnic Achievement Service
NPQH	National Professional Qualification for Headship (mandatory in Wales)
PLC	Professional Learning Community
Quality Indicators	The ten 'Quality Indicators' as used by Estyn within the Inspection Framework
SBCS	School Based Counselling Service
UWTSD	University of Wales, Trinity St. David

Mae'r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG A PHLANT

21/01/2016

Y Pwnc

Y RHAGLEN MODERNEIDDIO ADDYSG

Y Pwrpas:

BWRIAD I NEWID CATEGORI IAITH YSGOL BRO MYRDDIN O DWYIEITHOG (2A) I'R GYFRWNG GYMRAEG (CC)

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

1. Y sylwadau a ddaeth i law o ganlyniad i'r ymgynghoriad (Amgaeir yr Adroddiad am yr Ymgynghoriad).
2. Cyhoeddi hysbysiad statudol i weithredu'r cynllun.

Y Rhesymau:

1. Er mwyn llunio barn o'r cyflwyniad i'r Bwrdd Gweithredol a'r Cyngor Sir ar gyfer ystyriaeth.
2. Er mwyn cydymffurfio â'r cyfarwyddyd a'r gweithdrefnau statudol ar gyfer ad-drefnu ysgolion.

Angen i'r Bwrdd Gweithredol wneud penderfyniad OES (22ain Chwefror 2016)

Angen i'r Cyngor wneud penderfyniad

OES (10fed Mawrth 2016)

YR AELOD O'R BWRDD GWEITHREDOL SY'N GYFRIFOL AM Y PORTFFOLIO:-

Cynghorydd Gareth Jones

Y Gyfarwyddiaeth:

Addysg a Gwasanaethau Plant

Enw Pennaeth y Gwasanaeth:

Gareth Morgans

Simon Davies

Swydd:

Prif Swyddog Addysg

Rheolwr Moderneiddio
Ysgolion

Rhif Ffôn:

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Cyfeiriad E-bost:

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01267 246471

SiDavies@sirgar.gov.uk

EDUCATION & CHILDREN SCRUTINY COMMITTEE

21/01/2016

SUBJECT:

MODERNISING EDUCATION PROGRAMME PROPOSAL TO CHANGE THE LANGUAGE CATEGORY OF YSGOL BRO MYRDDIN FROM BILINGUAL (2A) TO WELSH MEDIUM (WM)

Background

Ysgol Gyfun Gymraeg Bro Myrddin is currently a Category 2A Bilingual school. The description in Carmarthenshire's Welsh in Education Strategic Plan of category 2A is '*At least 80% of subjects apart from English and Welsh are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages.*'

In recent years the school has moved along the language continuum naturally in accordance with Carmarthenshire's Welsh in Education Strategic Plan 2014-17. At present there are no pupils studying Mathematics in English in years 7 to 10 and only one group of pupils have chosen to study science in English in year 7. The change has occurred organically over a period of years and it offers an opportunity therefore, to proceed further by establishing the first WM category secondary school in Carmarthenshire.

The Department for Education and Children fully supports the schools desire to continue along the welsh language continuum and to change the language category to Welsh Medium (WM). The description of a category WM school is '*All subjects apart from English are taught through the medium of Welsh to all pupils, although some schools may introduce English terminology in one or two subjects.*'

An informal consultation with pupils, governors, staff and parents of existing and prospective pupils has recently been completed. However, under the 2013 School Organisation Code a regulated alteration such as a change in the language category of a school requires a proposal to be published to formalise arrangements. The Authority was therefore required to complete a statutory consultation process which was completed in the Autumn Term 2015.

In accordance with County Council's instructions in October 2015 a consultation document was produced and distributed to identified interested parties with regard to the following proposal:

- To change the language category of Ysgol Bro Myrddin School to Welsh Medium (WM) (as laid out in the attached consultation document) from September 2016.

As part of the consultation process consultees were invited to forward their observations or any comments they wished to make in relation to the proposal to the Council.

Appendix A of the Consultation Report attached provides a list of respondents to the consultation report. Appendix B provides a list of the observations received as well as the Authority's response to the issues raised. Appendix C provides an Estyn response to the consultation document and the Authority's response. Appendix D provides details of the consultation undertaken with the pupils at Bro Myrddin.

Should County Council grant permission to proceed to Statutory Notice, the intention is to publish in April 2016.

Following the end of the Statutory Notice period, an objection report which summarises any objections received by stakeholders, will be presented to ECS Scrutiny Committee and Executive Board for their consideration.

This provides ECS Scrutiny Committee and Executive Board the opportunity to offer comment and a recommendation to County Council whether or not to implement the proposal as laid out in the Statutory Notice.

The process outlined above would enable the proposal to be presented to County Council for determination in July 2016.

DETAILED REPORT ATTACHED?	YES
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IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: G. Morgans

Chief Education Officer

S. Davies

School Modernisation Manager

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	YES	YES	NONE	NONE	NONE	NONE

1. Policy, Crime & Disorder and Equalities

Developments are consistent with the Authority's Welsh in Education Strategic Plan 2014-17, Corporate Strategy, Children and Young People's Plan and the Modernising Education Strategic Outline Programme.

2. Legal

Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.

3. Finance

Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: G. Morgans
S. Davies

Chief Education Officer
School Modernisation Manager

1. Scrutiny Committee

The Education and Children's Services Scrutiny Committee has been consulted formally during the formal consultation period.

2. Local Member(s)

Local Members Cllr. Jean Lewis, Cllr. Sue Allen, Cllr. Jane Tremlett, Cllr. Roy Llewellyn, Cllr. Philip Hughes, Cllr. Pam Palmer, Cllr. Irfon Jones, Cllr. Mair Stephens, Cllr. Alun Lenny, Cllr. Jeff Thomas, Cllr. Daff Davies, Cllr. Emlyn Williams, Cllr. Tom Defis, Cllr. Alan Speake, Cllr. Peter Hughes Griffiths, Cllr. Gareth O Jones, Cllr. Mansel Charles, Cllr. Tyssul Evans, Cllr. Ieuan Davies and Cllr. Linda Evans have been advised of the proposal.

Observations were received from Cllr. Jeff Thomas, Cllr. Peter Hughes Griffiths, Cllr. Gareth O Jones and Cllr. Cefin Campbell during the formal consultation period.

3. Community / Town Council

Community Council has been consulted formally during the formal consultation period.

Observations were received from Abernant Community Council during the formal consultation period.

4. Relevant Partners

Not applicable.

5. Staff Side Representatives and other Organisations

Teaching and non-teaching staff unions were consulted during the formal consultation stage.

The following interested parties were provided with a copy of the consultation document during the formal consultation stage;

No observations were received during the formal consultation period.

Staff (Teaching and Ancillary) Ysgol Gyfun Gymraeg Bro Myrddin	Governors and Parents / Guardians Ysgol Gyfun Gymraeg Bro Myrddin
Staff (Teaching and Ancillary) feeder primary schools	Governors and Parents / Guardians feeder primary schools
Carmarthenshire Children's Partnership	Carmarthen Community Councillors
Local County Councillors	Welsh Language Commissioner
Assembly Member (AM) / Regional Assembly Member	National Association of Schoolmasters and Union of Women Teachers (NASUWT)
Undeb Cenedlaethol Athrawon Cymru (UCAC)	National Union of Teachers (NUT)
Association Of Teachers & Lecturers (ATL)	The Professional Association of Teachers (PAT)
National Association Of Head Teachers (ASCL)	GMB Union
UNISON	Neighbouring Primary and Secondary schools in Carmarthenshire
Transport and General Workers' Union (T&G)	LA Special Educational Needs Division
Director of Education – All Neighbouring Authorities	ERW – Education through Regional Working
Carmarthen Town Council	Coleg Sir Gâr
Local Service Board	Regional Transport Consortium
Local Police and Crime Commissioner	Welsh Ministers
Estyn	RHAG (rhieni dros addysg Gymraeg)

Section 100D Local Government Act, 1972 – Access to Information

List of Background Papers used in the preparation of this report:

These are detailed below.

Title of Document	File Ref No.	Locations that the papers are available for public inspection
Planning School Places - Primary Schools – The Way Forward		www.carmarthenshire.gov.uk – the County Council Agenda 9 Pre 28/06/2004) – 11/04/2001
Modernising Education Provision Strategy and Draft Implementation Plan		www.carmarthenshire.gov.uk – Education and Learning – Useful Links
Modernising Education Provision Timeline/ Rollout:		www.carmarthenshire.gov.uk – Executive Board Agenda – 31/05/2005
Modernising Education Provision Update / Revised Draft Timetable		www.carmarthenshire.gov.uk – Executive Board Agenda – 24/07/2006
Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme		www.carmarthenshire.gov.uk Executive Board – 31/05/05
School Organisation Code		http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en
MEP Annual Report 2013/14 and Programme 2014/15		http://www.carmarthenshire.gov.uk/ County Council Agenda 14 th January 2015
Strategic Outline Programme 21 st Century Schools		Strategic Outline Programme 21st Century Schools
Carmarthenshire's Welsh in Education Strategic Plan 2014-2017		http://www.carmarthenshire.gov.uk/english/welsh/pages/trafodiaith.aspx
Consultation Document		http://www.carmarthenshire.gov.wales/home/residents/education-schools/modernising-education-programme/secondary-schools/bro-myrrddin/

CONSULTATION REPORT

Ysgol Gyfun Gymraeg Bro Myrddin

Appendix A

List of Respondents to the Consultation Document

Bro Myrddin Observation Received List

Number	Name	Position/Category of Respondent
1.1	Eleri MacRae	Staff Member
1.2	Tim Hayes	Staff Member
1.3	Cllr. Jeff Thomas	Councillor
1.4	Beti-Wyn James	Parent/Governor
1.5	M E Madoc-Jones	Parent
1.6	Cllr Peter H. Griffiths	Governor
1.7	Meinir McLellan	Governor
1.8	Gary Evans	Future Parent
1.9	Helen Evans	Future Parent
1.10	Robert Alun Charles	Governor
1.11	L. Davies	Staff Member
1.12	Adrian Williams	Staff Member
1.13	Steffan Davies	Staff Member
1.14	Morwen Hughes	Staff Member
1.15	Hywel Gwyn Jones	Staff Member/Parent
1.16	James Henshaw	Staff Member
1.17	M. Davies	Staff Member
1.18	A E Roberts	Parents
1.19	Luned Davies	Staff Member
1.20	Bethan Jenkins	Staff Member
1.21	Judith Roberts	Staff Member
1.22	Meleri Llwyd-O'Leary	Parent
1.23	Lynwen Roberts	Parent

1.24	Iona Llyr	Parent
1.25	Cefin & Mari Campbell	Parents
1.26	Catrin Griffiths	Youth Worker
1.27	C S Jones	Bursor
1.28	Glesni Davies	Receptionist
1.29	Glenys Thomas	Governor
1.30	Iola Wyn	Parents
1.31	Elaine Edwards	Deputy Head, Y Dderwen
1.32	Dylan Evans	Headteacher, Y Dderwen
1.33	B. Morgan	Ysgol Y Dderwen
1.34	Sian Evans	
1.35	I R Evans	Curriculum Assistant
1.36	Mererid Hopwood	Past Parent
1.37	Eleri Beynon	Parent
1.38	John Beynon	Parent
1.39	Ffion Page	Staff Member
1.40	Meinir Jones	Headteacher, Llanddarog
1.41	W. Huw Davies	
1.42	Nia Lewis	Lesson Supervisor
1.43	Angharad Lewis	Doctor
1.44	Gwenan Morgans-Free	Staff Member
1.45	Gwennan Jones	Future Parent
1.46	A. Baggott	
1.47	Ann Loughran	Governor
1.48	Catrin Pritchard	Staff Member

1.49	Zelda Williams	Staff Member
1.50	Owen Rhys	
1.51	Cllr. Gareth Jones	Governor
1.52	Llio Dyfri Jones	Parent
1.53	Gwlym Dyfri Jones	Parent
1.54	Rhiannon Mathias	Abernant Community Council
1.55	Marlene Jones	Parent
1.56	Geraint Roberts	Past Parent
1.57	Rhiannon Roberts	Past Parent
1.58	Esyllt Davies	Past Pupil
1.59	Lynda Davies	Past Parent
1.60	D. Elfed Davies	Past Parent
1.61	Gethin Page	Past Pupil
1.62	Alwen Haf Owen	Staff Member
2.1	Joanna D. E. Rees	
3	Helen Proctor	Parent
4	Bethan Williams	Parent
5	Rhian Carruthers	Staff Member
5.1	Lonwen Bowen	Staff Member
5.2	Sian Thomas	Staff Member
5.3	Dr. Llinos Jones	Staff Member
5.4	Meinir Richards	Staff Member
5.5	Gethin Evans	Staff Member
5.6	Hannah McAvoy	Staff Member
5.7	L Griffiths	Parent

5.8	Tracy Jenkins	Staff Member
5.9	John Norgrove	Staff Member
6.1	Rhian Williams	Staff Member
7.1	Betsan & Timothy Bowen	Parents
7.2	Abi Thomas	Parent
7.3	Anonymous	
8.1	John Greville	Past Parent

Appendix B

**Summary of observations received following publication of the Consultation Document
and Local Authority related responses**

CATEGORY	OBSERVATION	RESPONSE
<p data-bbox="114 132 416 170">No. 1</p>	<p data-bbox="416 132 1245 209">Proposed Language Category Change of new School</p> <p data-bbox="416 240 1245 317">1.1 Fully Supportive of changing to Language Category WM</p> <p data-bbox="416 352 1245 687">1.2 I welcome the Authority's decision to change the language category of Ysgol Gyfun Gymraeg Bro Myrddin. As a teacher in the Science Department for over 20 years there's been a natural transition for pupils to learn Science through the medium of Welsh. As I've taught a number of generations in Science through the medium of Welsh, a number of the pupils have moved on to learn and work in the field Science either in Wales or Great Britain.</p> <p data-bbox="416 722 1245 1023">1.3 I have read the consultation papers and fully support the principle of the School's wish to become the first Welsh Secondary School in Carmarthenshire. The proposal is long overdue and will, at last, follow the example set in East Wales. The reduction in the number of people speaking Welsh in Carmarthenshire makes the proposal a very timely one.</p> <p data-bbox="416 1058 1245 1166">1.4 I fully support the proposal to change the language category of Ysgol Gyfun Gymraeg Bro Myrddin to become a fully Welsh language school.</p> <p data-bbox="416 1201 1245 1278">1.5 As a family we fully support the proposal to change the language category of the School.</p> <p data-bbox="416 1313 1245 1390">1.6 I fully support the proposal to change the language category of the school. This should have happened</p>	<p data-bbox="1245 132 2054 209">Proposed Language Category Change of new School</p> <p data-bbox="1245 240 2054 352">The Local Authority (LA) welcomes the large number of positive responses to the proposed change in the school's language category which is very encouraging.</p> <p data-bbox="1245 387 2054 464">Many of the comments focus on the natural change that has already occurred gradually over the years.</p> <p data-bbox="1245 499 2054 639">The LA welcomes the comments that emphasize that proceeding to the first Welsh Language Category 1 secondary school in Carmarthenshire is an important and historical step.</p> <p data-bbox="1245 675 2054 895">The proposals have been prepared in response to Carmarthenshire County Council Welsh in Education Strategic Plan (WESP) and the Welsh Government's Welsh Medium Education Strategy (WMES). The Authority has also conducted a Welsh language impact assessment whilst drafting these proposals.</p> <p data-bbox="1245 1058 2054 1086">Observation noted. Please see response above.</p> <p data-bbox="1245 1201 2054 1230">Observation noted. Please see response above.</p> <p data-bbox="1245 1313 2054 1342">Observation noted. Please see response above.</p>

	<p>years ago. I fully support the timeline to launch these changes.</p> <p>1.7 I think changing the language category of the school is a natural step as there are only a few classes that are currently being taught through the medium of English.</p> <p>1.8 I support this change. As I understand that the majority of parents who send their children to Ysgol Bro Myrddin want their child to learn Maths and Science through the medium of Welsh. Therefore, it is a natural step to officially change the language category of the school.</p> <p>1.9 This is an exciting time for Ysgol Bro Myrddin. As a future parent I fully support this change. Changing the language category is a very natural step forward for the school. It is a very successful school with a completely Welsh ethos. I hope that Ysgol Bro Myrddin will become the first Welsh secondary school in Carmarthenshire.</p> <p>1.10 I fully support the proposal of changing the language category of Ysgol Bro Myrddin from a 2A school to a WM school.</p> <p>1.11 I fully support the proposal to change the language category of Ysgol Bro Myrddin. As a parent and a teacher at the school it's a natural step for the school to become all Welsh.</p> <p>1.12 I agree to these changes.</p> <p>1.13 Brilliant opportunity for the school to develop into</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>a WM school. I fully support this change.</p> <p>1.14 Fully support this change.</p> <p>1.15 As a parent to two pupils at the school I'd like to confirm that I support this proposal to change the language category of the school.</p> <p>1.16 Fully support the change,</p> <p>1.17 This will be excellent news. Fully support the change.</p> <p>1.18 Fully support the proposal of changing the language category of Bro Myrddin. It will encourage the Welsh ethos outside of the classroom and will give the language a higher status within the school. I'm now eager for my children to attend the school.</p> <p>1.19 I fully support the proposal to change the language category of Bro Myrddin.</p> <p>1.20 We as a family are very happy with the proposal to change the language category of the school.</p> <p>1.21 This is the perfect opportunity to make these changes.</p> <p>1.22 I fully support these changes.</p> <p>1.23 This is a natural step forward for the school. I strongly support these changes.</p> <p>1.24 Increasing the provision of Welsh in the school is a completely natural step forward. Bro Myrddin is a</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>successful school who want to develop and move along the language continuum. In my opinion there are no disadvantages with this proposal.</p> <p>1.25 We fully support the proposal to change the language category of the school. This will be a natural step for the school that have now only a few pupils choosing to study Maths and Science through the medium of English. This change will prove that you don't have to study Maths and Science through the medium of English for you to succeed academically. I would like to congratulate the governors of the school to making this decision to change the language category of the school and for the County Council for their support.</p> <p>1.26 I fully support the proposal to change the language category.</p> <p>1.27 Fully support.</p> <p>1.28 Fully support.</p> <p>1.29 I fully support that the school should change their language category. It will be a natural step and it will also help save money for the school.</p> <p>1.30 We fully support this proposal. We believe that a Welsh language school is a more sensible option as it saves time for administration and resources for the school. The need for this change has been at the school for many years. It might be a small step for the school but a very important step.</p> <p>1.31 I support the proposal to change the language</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>category of the school as I feel it's a natural step for the school.</p> <p>1.32 Changing the language category of the school is a natural step. This will confirm the status of the school and I fully support the change.</p> <p>1.33 This will develop the pupil's language skills even further and I fully support the change.</p> <p>1.34 As a past parent, I fully support the change.</p> <p>1.35 Fully support</p> <p>1.36 It's a pleasure to see the staff of the school support this change. This is the kind of leadership that's needed to support and encourage our pupils to continue with the highest of education. This policy sees the true potential of both languages. I fully support this proposal.</p> <p>1.37 The evidence that was submitted during the consultation period shows the need to change the language category of the school.</p> <p>1.38 I support the school's application to change its language category.</p> <p>1.39 I fully support the language change of the school where all subjects will be taught through the medium of Welsh. This will encourage the pupils to use more Welsh outside the classroom. Without a doubt this is the correct step forward to the school.</p> <p>1.40 I would like to support this process of changing</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>the language category of the school. As a former pupil, I feel this change is long overdue as there are plenty of sectors in the town of Carmarthen to provide English provision to these pupils if needed.</p> <p>1.41 The image of bilingual education has increased over the years and in my opinion now is the right time for this language change to happen at the school.</p> <p>1.42 This is the change to put Carmarthenshire and Bro Myrddin on the map. If these changes happen, pupils will attend Bro Myrddin for the right reasons.</p> <p>1.43 I fully support the change.</p> <p>1.44 I fully support these changes. It will encourage the Welsh ethos outside the classroom and pupils will attend the school for the right reasons.</p> <p>1.45 I believe this proposal is a step forward for the school. It will strengthen the use of the language during their day-to-day work.</p> <p>1.46 I believe this is a step forward for the school and I fully support the change.</p> <p>1.47 I fully support the change. I believe it is very important that all subjects be taught through the medium of Welsh only in the school. This gives the pupils the best opportunity possible for developing their bilingual skills in every field. As an experienced Mathematics and Physics teacher (not in Bro Myrddin) I believe it is advantageous for pupils to be able to discuss the Sciences through</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>the medium of Welsh as this develops their ability to discuss scientific and mathematical concepts.</p> <p>1.48 As I come from a non-Welsh community in the valleys, I believe it is an honour to receive your education through the medium of Welsh. I studied the Sciences through the medium of Welsh and this did not stop me studying a Scientific course outside of Wales.</p> <p>1.49 I fully support these changes because as the data shows, parental choice shows that they prefer their children to be taught through the medium of Welsh in Maths and Science and therefore it is a natural step. Studying all the subjects in Welsh will strengthen the learners bilingualism and the Welsh ethos around the school. More emphasis is now given to developing Welsh speakers in every aspect of the workforce.</p> <p>1.50 I believe that all subjects apart from English and Foreign Languages should be taught through the medium of Welsh.</p> <p>1.51 I would like to confirm my support for this change.</p> <p>1.52 I believe that this change will be a natural step forward for the school.</p> <p>1.53 I strongly support the proposal to change the language category of the school. This a natural step forward for the school.</p> <p>1.54 After giving the Consultation Document regarding the change in language category careful</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>consideration at a meeting of our Council, it was decided that Abernant Community Council support a Welsh Medium School at Bro Myrddin.</p> <p>1.55 This change has been long time coming for the school. The pupils will be able to cope fine with these changes – the problem will be with the parents.</p> <p>1.56 I support the proposal to change the language category of the school.</p> <p>1.57 I support the proposal to change the language category of the school.</p> <p>1.58 As a former pupil of the school I fully support the proposal to change the language category. Too many parents send their non-Welsh speaking children to the school because it had a ‘new building’. I believe that children should be sent to the school based on whether they speak Welsh or not outside of the classroom without difficulty; reading and writing standards in Welsh and if the child is naturally Welsh. I believe it’s better to have a small secondary school rather than a school with over 1000 pupils in it where only ¼ of those pupils speak Welsh naturally and outside of the classroom. It’s the primary school’s responsibility to support this change and for them to decide which pupils should be sent to Bro Myrddin.</p> <p>1.59 I hope this change does happen and that Bro Myrddin becomes a category Welsh school.</p> <p>1.60 I confirm I fully support the proposal to change</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
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	<p>the language category of the school.</p> <p>1.61 I fully support the proposal to change the language category of the school.</p> <p>1.62 This is a natural step for the school and will encourage the Welsh ethos outside the classroom.</p>	<p>Observation noted. Please see response above.</p> <p>Observation noted. Please see response above.</p>
<p>No. 2</p>	<p>The pupil should have a choice</p> <p>2.1 I have been teaching in bilingual since 2005 which has been very successful. The pupils can cope with changing from one language to the next orally and in writing but the majority find it difficult. Personally I feel the option should be given to teach bilingually for GCSE and AS/A Levels. Understanding the language can determine which grade you will get. The pupils should have a choice of language.</p>	<p>The pupil should have a choice</p> <p>The consistently high examination results in Science through the medium of Welsh would not appear to support this view.</p>
<p>No. 3</p>	<p>Considering sending our child to another school if these changes happen</p> <p>3.1 We have always planned for our son to attend Bro Myrddin. He is currently in Year 6 at Nantgaredig School. However, we are seriously considering other schools as we do not want him to study the sciences through the medium of Welsh. If this does not go ahead then he will definitely attend Bro Myrddin, otherwise it is highly unlikely that we will send him there. We have spoken to a number of people about this and the majority do not believe that this would be a good thing. They have included teachers and friends/colleagues in the medical/scientific profession. I genuinely hope that this does not go ahead because as mentioned earlier, we have always wanted him to attend Bro Myrddin.</p>	<p>Considering sending our child to another school if these changes happen</p> <p>Should the proposal be implemented, parents will have a choice of either a Welsh Medium school or Predominantly English medium secondary school with significant use of Welsh (EW) school in the Carmarthen area.</p>

No. 4**Unfairness of the Process**

4.1 I have to draw your attention to the unfairness of the statistical numbers the school shows. The numbers show that fewer children each year choose to do Science in English and from this concludes that fewer parents want their children to study Science in English, but the truth is that fewer parents have the option (e.g. parents of Ysgol Y Dderwen do not have a choice at all). The same for maths, there is no offer at all to study in English. I would like to know how have the school concluded that the school have 'moved naturally along the language continuum'. The numbers do not reflect the demands of the parents at all. English is the language of the scientific word, wherever in the world you live. Why are the school trying to make things more difficult to the pupils by wanting to teach science in Welsh. Shouldn't we be encouraging the pupils to strive for universities of the highest quality, that might be in England, instead of forcing them to study science in Welsh which provides another obstacle in their path. Furthermore the document doesn't show the number of children who leave each year to complete their GCSE's in English. Has thought been given to how many pupils will go to English schools in the county if these changes occur?

Unfairness of the Process

The consultation document states clearly that in 2000 35% of the KS3 pupils studied Mathematics in Welsh compared to 65% in English. In 2015 100% are now studying the subject in Welsh. In KS4 28.2% studied Mathematics in Welsh compared to 71.8% in English. In 2015 96.2% study the subject in Welsh.

In science in 2000 28.1% of the KS3 pupils studied Science in Welsh compared to 71.9% in English. In 2015 71% study the subject in Welsh. In KS4 20.5% studied Science in Welsh compared to 79.5% in English. In 2015 63.6% study the subject in Welsh.

Since 2000 the school language policy states clearly that 'any child who has studied Maths and Science through the medium of Welsh in the primary school will also study through the medium of Welsh in the secondary.' It also states they are 'not permitted to change the medium of the teaching language within a key stage' but that it is possible to change at the end of any key stage. The policy has always been the same, however, the percentage of children deciding to study Science and Maths through the medium of English has decreased. The numbers, therefore, reflect the demands of the parents.

The LA is satisfied that the examination results evidence that teaching Science through the medium of Welsh has improved standards.

The school prepares students to go to universities all

No. 5

Advantages for Change

5.1 As the Head of the Mathematics department, the advantages I see to study the subject entirely in the Welsh Language are as follows: The pupils are able to use Welsh terms in the other subjects that have always been taught through the medium of Welsh. This will then reinforce the understanding across the curriculum. As we provide all the terms bilingually this enhances pupils' language skills. Several mathematical terms makes it easier to learn and makes more sense in the Welsh language. As everyone will be studying in the same language, it will be easier to set the pupils which will make the groups fairer to the pupils and will be possible to create smaller groups when required. When analyzing the data over a number of years, it seems that the language does not interfere with the understanding of the subject and if anything, the Welsh groups do better. A significant number of pupils choose to study the subject in A Levels and the majority now decide to do this through the medium of Welsh. A large number have also gone

over the world and it is not the LAs intention to force any language on a child. Should the proposal be implemented, parents will have a choice of either a Welsh Medium school or Predominantly English medium secondary school with significant use of Welsh school in the Carmarthen area.

In the last two years 0.7% of KS3 and KS4 pupils have transferred from the school during the academic year. There is no evidence available that suggests that these pupils have left to complete their GCSE's through the medium of English.

Advantages for Change

Observation noted. The advantages for change are provided in the consultation document.

on to study mathematics at university, some have remained in Wales but others have gone further afield. The feedback we've received is that studying mathematics in Welsh in school has been an advantage and not a disadvantage to them. Studying all subjects of the curriculum through the medium of Welsh will reinforce the Welsh ethos of the school and also the local community.

5.2 I have been working in Bro Myrddin for over 25 years in the Science department and the increase in pupils being taught Science through the medium of Welsh has increased considerably and as a former parent and as a staff member the school sees this as a chance not to be missed. Carmarthenshire County Council will be at the forefront and Bro Myrddin will become the first all Welsh school in the county and in West Wales. This will also promote the Welsh ethos of the school outside of the classroom as well as in the local area. It will also reduce the workload of the teachers as they would not have to prepare all the resources bilingually.

5.3 As a past pupil and not a staff member at the school it will be nice to put Bro Myrddin at the forefront of becoming the first all Welsh school in West Wales. This proposal will promote the Welsh ethos outside of the classroom and to provide an opportunity for the nursery school pupils to demonstrate their skills in the Welsh language – skills that are essential in their working life as being able to communicate in Welsh open doors to individuals.

5.4 This is an exciting time in the history of Ysgol Bro

Observation noted. As indicated in the consultation document, all the present Science teachers in Bro Myrddin are confident that moving to teaching Science through the medium of Welsh only has many advantages.

Observation noted. As stated in the conclusion of the consultation document 'this is an opportunity, therefore, to lead the way in Carmarthenshire and West Wales and for Bro Myrddin to create history by establishing the first Welsh school in Carmarthenshire.'

	<p>Myrddin. We are on the threshold of becoming the first Welsh School in the County which will put Carmarthenshire on the map. Bro Myrddin have worked hard to move along the Welsh continuum and the fact that so little pupils decide to learn through the medium of English shows that parents are behind this change. Initial meetings have been held with these discussions already taken place. Since then a small amount of parents have contacted the school with their concerns and have asked for further explanation but everyone has responded very positively and politely. It is pleasing to note that all the staff are very supportive of this scheme. They are of the opinion that these changes will be a big step forward to the school and will encourage the Welsh ethos outside the classroom and will reduce their workload. In an era of budget cuts, changing the language category will benefit the school financially in the long term.</p> <p>5.5 These changes will encourage the Welsh ethos outside of the classroom. Teaching only through the medium of Welsh will reduce the workload for the teachers who currently have to produce bilingual resources. It will put Carmarthenshire on the map.</p> <p>5.6 These changes will reduce the workload of the teachers who currently have to produce bilingual resources. The changes will encourage the Welsh ethos outside the classroom. It will put Carmarthenshire on the map.</p> <p>5.7 Learning through the medium of Welsh will reduce the workload for the teachers and it will also encourage the Welsh ethos outside the classroom.</p>	<p>Observation noted. The advantages of the proposal are provided clearly in the consultation document.</p> <p>Observation noted.</p> <p>Observation noted.</p> <p>Observation noted.</p>
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	<p>5.8 Pupils will be coming to the school for the correct reasons and will save money for the school and the County Council.</p> <p>5.9 Teaching only through the medium of Welsh will reduce the workload for us teachers who have to prepare resources bilingually. It will encourage the Welsh ethos outside the classroom and it will save money for the school and the County Council.</p> <p>5.10 As the Head of the PE Department this is a very positive step for the school. It will encourage more Welsh around the school outside the classroom, pupils will be attending and coming to the schools for the right reason and it will bring more of a Welsh atmosphere around the school.</p>	<p>Observation noted.</p> <p>Observation noted.</p> <p>Observation noted.</p>
<p>No. 6</p>	<p>Understanding of the Subjects</p> <p>6.1 Having taught Chemistry in both English and Welsh for over 15 years, I feel it's the understanding of the subject that's important. If a pupil can speak Welsh and English then they'll be able to explain the subject in both languages.</p>	<p>Understanding of the Subjects</p> <p>Observation noted. The benefits of bilingualism are provided in the consultation document.</p>
<p>No. 7</p>	<p>Object to the changes</p> <p>7.1 We are parents of three children who attend Ysgol Glanyfferi. Our preferred choice for their secondary education is Ysgol Bro Myrddin. We are concerned about the proposed changes and object to them. We understand, those students who wish to continue their studies of all subjects through Welsh, will be able to do so. However, those students, who for</p>	<p>Object to the changes</p> <p>Should the proposal be implemented, parents will have a choice of either a Welsh Medium school or Predominantly English medium secondary school with significant use of Welsh school in the Carmarthen area.</p>

whatever reason, may wish to study maths and science through the medium of English will no longer have the choice. We object strongly to the removal of this choice.

7.2 After attending the consultation evening for parents, I was expecting there to be an opportunity for some discussion about this with parents. There was not. Bro Myrddin was basically telling parents what they were going to do. They did not ask for our opinions on whether we were happy for this to happen. Also the whole consultation evening was intimidating for parents. Bro Myrddin and the LA need to look at how they engage with parents. I have deep concerns about Welsh medium education on non fluent Welsh speaking parents. All pupils should be treated the same. I have concerns that children of governors, staff members and first language Welsh speaking children are given more opportunities than other children. The school needs to recognise that they should always do what is best for the child and this may not always be what's best for the school. The statistics shown in the consultation document is misleading. They show that demand for maths and science through the medium of English has dropped but could they be hiding the fact that some parents who want their children to do these subjects in English have had their requests refused and told that there was not the capacity for the school to do this.

7.3 I would like to take this opportunity to express my disappointment at the intention of changing the language category of the school. Under the present system this school has been very successful academically as witnessed by excellent exam

The informal consultation provided parents / guardians with an opportunity to raise any queries. Parents were invited to speak to a variety of delegates – Carmarthenshire county council officers, the Head teacher, the senior management team and teaching staff.

In Bro Myrddin all children are treated fairly and every child has the same opportunity.

Since 2000 the school's language policy states clearly that 'any child who has studied Maths and Science through the medium of Welsh in the primary school will also study through the medium of Welsh in the secondary.' It also states they are 'not permitted to change the medium of the teaching language within a key stage' but that it is possible to change at the end of any key stage. The policy has always been the same, however, the percentage of children deciding to study Science and Maths through the medium of English has decreased. The numbers, therefore, reflect the demands of the parents.

The current capacity (Measuring Capacity of Schools in Wales (MCSW)) of the school is 923 pupils. There are currently 870 pupils on roll. The school therefore is under capacity and not oversubscribed.

No. 8

results. It has been equally successful in producing citizens who are confident in speaking both languages. "If it ain't broke don't fix it", is generally not a bad axiom. Is the "*choice preferred by the Authority*" a ploy in order to decrease the number of pupils leaving primary schools who wish to study at Bro Myrddin? I believe that the school is at present oversubscribed and this could be a way of controlling numbers. Are you able to confirm that all parents were allowed a choice for their children to study Maths and Science in English. It is rumoured that pupils who studied at Welsh medium primary schools are not allowed, or at best dissuaded to select a preference. If this is true, it would of course not be surprising "that the demand from parents for the provision of subjects in English has reduced".

Is this change wise?

8.1 Would this change be a wise move for such a successful school. I believe that my children have had the best education by learning through both languages but in a very welsh atmosphere that had the perfect balance. I went to a school where English was the main language with only Welsh being taught through the medium of Welsh. This wasn't the best situation. I believe that the opposite would also be a disaster for children who come from Welsh language areas and families.

Since 2000 the school's language policy states clearly that 'any child who has studied Maths and Science through the medium of Welsh in the primary school will also study through the medium of Welsh in the secondary.' It also states they are 'not permitted to change the medium of the teaching language within a key stage' but that it is possible to change at the end of any key stage. The policy has always been the same, however, the percentage of children deciding to study Science and Maths through the medium of English has decreased. The numbers, therefore, reflect the demands of the parents.

Is this change wise?

Bro Myrddin school is a successful school and the excellent results through the medium of Welsh underline the success. The consultation document notes clearly why changing the language category of the school is advantageous.

Appendix C

ESTYN RESPONSE TO CONSULTATION DOCUMENT

Estyn's response to the proposal to change the language category at Ysgol Gyfun Gymraeg Bro Myrddin from category 2A to category WM (Welsh medium) from September 2016.

Her Majesty's Inspectors of Education and Training in Wales have prepared this report.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body that is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortium, which deliver school improvement services to the schools within the proposal.

Introduction

The proposal is from Carmarthenshire County Council. The proposal is to change the language category at Ysgol Gyfun Bro Myrddin from category 2A to category WM (Welsh Medium) from the autumn term 2016.

The definition of category 2A is 'At least 80% of subjects (except English and Welsh) are taught through the medium of Welsh only to all pupils. One or two subjects are taught to some pupils in English or in both languages.'

The definition of category WM is 'All subjects except English are taught through the medium of Welsh to all pupils. Some schools can introduce English terminology in one or two subjects.'

Summary/Conclusion

The proposal is in line with Carmarthenshire's Welsh in Education Strategic Plan to increase the provision of Welsh-medium education in the local authority.

It is Estyn's view that the proposal is likely to at least maintain current educational standards.

Description and Advantages

The proposer has provided a clear rationale for the logic behind the proposal. It has given a good outline of the reasons for changing the school's language category from category 2a to category WM (Welsh Medium) and has considered the school's developments in this direction over the years. It identifies reasonably that the authority has a duty to consider and operate in line with the recommendations of Carmarthenshire County Council's Welsh in Education Strategic Plan 2014-17, namely to ensure an increase in the provision of Welsh-medium education.

The proposer has given appropriate consideration to other options such as keeping the school in its current form but recognises that this option is not commensurate with the County Council's vision.

The proposer outlines clearly the difference between the categories and the implications for pupils' education. The proposer also indicates reasonably that the school is already more like a category WM school according to the local authority's definition than the category 2a description, which is its current category.

It indicates effectively that parents and pupils support such a change by drawing attention to the fact that an increasing number of pupils choose to study subjects including mathematics and science through the medium of Welsh.

It also lists the advantages clearly. These appear reasonable and include financial savings, more effective use of teachers' time when preparing resources as well as preparing pupils better for an increasingly bilingual world of work, a local labour market that places a great emphasis on Welsh language skills and a bilingual community.

The proposer considers the disadvantages in a balanced way and states that the school's current pupils will not be affected by the changes. The medium of teaching in Welsh will move year by year up the school.

It states reasonably that pupils' English skills will not suffer because of the proposed model of bilingual learning which has proved successful over a number of years. It supports its argument for change robustly by explaining the cognitive benefits of developing translanguaging skills in order to present new information effectively.

Educational aspects of the proposal

The proposer gives thorough consideration to the effect of the proposal on the quality of outcomes, provision and leadership at the school.

The proposer highlights clearly that the mathematics department, that already follows these changes, achieves higher than the results for the local authority, the family and the results for the whole of Wales. However, the proposer does not consider sufficiently the school's results compared with similar schools in terms of free school meals.

The proposer has considered thoroughly the implications of the proposed change for pupils and provides a model of bilingual learning that is being implemented effectively by two departments already. The proposer outlines appropriately that it will be possible to place pupils of the same ability in groups. It asserts that the groups will be more effective educationally because they will reflect pupils' ability across the cohort rather than across the medium of learning only. The proposer has conducted an impact assessment of the change in equality and states that the proposal should not have a detrimental effect on any specific groups. It asserts reasonably that there will be adequate Welsh medium provision for pupils with special needs.

Appendix D

Consultation with the Pupils

Consultation undertaken on the 9th November 2015

By

Mrs Mari Owen

Associate Challenge Adviser

Carmarthenshire County Council

Learner's Voice, Ysgol Gyfun Gymraeg Bro Myrddin

A meeting was arranged with a range of learners from Ysgol Gyfun Gymraeg Bro Myrddin on November 9th 2015. Seven pupils from years 7-12 were present; Elain Owen (Yr 7), Catrin Owen (Yr 8), Mabon Evans (Yr 9), Mabli Davies (Yr 10), Catrin Lewis (Yr 10), Alice Morris (Yr 10), Carwyn Bebb (Yr 12) and Greta Llŷr (Yr 12).

We discussed the School's intention to naturally move forward to change the School's language category from September 2016. It was noted that it was the County Council and the School's wish to change to Welsh Medium Category. It was explained that the School's description of a Welsh Medium Category is 'All subjects apart from English are taught through the medium of Welsh to all pupils, although some schools may introduce English terminology in one or two subjects' (Quotation from the Consultation Document).

The learners were aware that apart from the English lessons, Mathematics and Science lessons were the only ones offered through the medium of English at present and the number of pupils who choose to do so by joining the School are decreasing annually.

One learner noted that he had followed his Mathematics and Science course through the medium of English because he received his primary education through the medium of English in Llandovery School before joining Bro Myrddin. He was not against the idea of Welsh medium lessons from September 2016, because the new learners and their parents would be aware of the situation before hand when planning and selecting their Secondary education, therefore there would not be a change for the learners who are already pupils in the school. Many noted that they had chosen Ysgol Gyfun Gymraeg Bro Myrddin in order to have their education through the medium of Welsh.

The learners absolutely agreed that changing the medium to Welsh Medium is the way forward for this school. Many advantages were noted: it would facilitate the process of keeping to the rule that Welsh is the School's language; it could save money for the school with respect to staffing and resources; it would mean that the learners' standard of Welsh would improve and their vocabulary would extend; it would ensure the continuity in the Welsh education of all learners and encourage their use of Welsh in the future and throughout their lives. They referred to some situations in the past where learners who were confident in Welsh have chosen the Science and / or Mathematics courses in English because their friends did so. This would not happen in the wake of changing the School's category to Welsh Medium.

Disadvantages to the changing of the category were discussed. The main concern was studying in Universities where the Mathematics and Science training is through the medium of English after following a Welsh Medium A Level course. Although, it was acknowledged that if they understand the concepts and principles relating to the subject, having received the subject specific vocabulary in Welsh and English in the school and managed to achieve an A Level, it was considered that Bro Myrddin learners could cope with the situation.

It was noted, compared to the English medium, Welsh was a disadvantage because of the lack of textbooks. They pointed out that parents felt they could not help their children with their homework, but added that it was the learners' homework anyway, and the majority of parents were not able to help with the

work in the other subjects either, especially at the top of the School. In some schools teachers may not be confident to teach the subjects through the medium of Welsh, but it was noted that it was not applicable at Bro Myrddin.

When considering how the School could support and assist learners and their families as they prepare to join a Welsh Medium School, it was noted that giving training / guidance to teachers at primary schools to teach subjects through the medium of Welsh, particularly in Junior classes in the Primary schools prepare learners well. They listed some schools where the good practice of teaching Science and Mathematics in Welsh is fully underway. Maintaining the order of introducing the technical terms / subject in English, together with some Welsh e.g. glossaries, was very helpful. Another suggestion to support learners early in the academic year was to organize a Book Fair to present and sell appropriate Welsh Medium textbooks. It was identified that there was a need to encourage the Welsh Printing Press and Government to develop and publish more Welsh Medium books to match the wide range of English language resources available to assist the Welsh-medium learners in all subjects.

It was confirmed that the letters to parents will remain bilingual, and there would be no change to the procedures of the School beyond teaching 'all subjects except English through the medium of Welsh for all learners'.

At the end of the meeting all present indicated they were in favour of the change to Welsh Medium category from September 2016 onwards.

Mae'r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG A PHLANT 21^{ain} O IONAWR 2016

Y RHAGLEN MODERNEIDDIO ADDYSG

Y BWRIAD I GAU YSGOL FABANOD A MEITHRIN COPPERWORKS AC YSGOL GYNRADD MAESLLYN A SEFYDLU YSGOL GYNRADD NEWYDD

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Bwrw ati â'i gynnig i gau Ysgol Fabanod a Meithrin Copperworks ac Ysgol Gynradd Maesllyn a sefydlu Ysgol Gynradd Newydd a gweithredu'r cynnig fel y manylir yn yr Hysbysiad Statudol dyddiedig 3ydd Tachwedd 2015.

Rhesymau:

- Cydymffurfio â'r gweithdrefnau statudol a'r cyfarwyddyd ynghylch ad-drefnu ysgolion.
- Galluogi'r aelodau i lunio safbwyntiau i'w cyflwyno i'r Bwrdd Gweithredol eu hystyried.

Angen cyfeirio'r mater at:

Y Bwrdd Gweithredol er mwyn gwneud penderfyniad: OES – 1af Chwefror, 2016

Y Cyngor er mwyn gwneud penderfyniad: OES – 10fed Chwefror, 2016

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:

Cyng. Gareth Jones (Addysg a Phlant)

Y Gyfarwyddiaeth: Addysg a Gwasanaethau Plant	Swyddi:	Rhifau ffôn: 01267 246450
Enw Pennaeth y Gwasanaeth: Gareth Morgans	Prif Swyddog Addysg	Cyfeiriad e-bost: EDGMorgans@sirgar.gov.uk
Awdur yr Adroddiad: Simon Davies	Rheolwr Moderneiddio Ysgolion	01267 246471 SiDavies@sirgar.gov.uk

EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 21st JANUARY 2016

MODERNISING EDUCATION PROGRAMME

PROPOSED DISCONTINUATION OF COPPERWORKS INFANT AND NURSERY SCHOOL AND LAKEFIELD PRIMARY SCHOOL AND ESTABLISH A NEW PRIMARY SCHOOL

Background

The 21st Century Schools Programme – programme of projects 2011 was approved by Executive Board on the 12th December 2011 which included capital investment at Copperworks Infant and Nursery school and Lakefield Primary school to facilitate a new Primary school to be located on the former Draka site at Seaside Llanelli following a site selection study. A revised Modernising Education Programme (MEP) and 21st Century Band A investment programme was approved on 29th April 2013

It is an ongoing objective of the Authority to where possible create a Community Primary School to replace existing school buildings which are in a poor condition with inherent defects which includes Asbestos, Water penetration through external walls and Roofs, Historic Dry Rot problems which would be very costly to repair along with shortcomings in educational suitability and access for disabled users.

The County Council has a legal duty to look at the number and type of schools it has in Carmarthenshire and is required to make sure that they are located in the right place, have the right facilities for the future and have the right resources to deliver education and learning for pupils. Changes in the curriculum and the way in which children will be taught in the future also means that we also have to look at whether or not, it is possible or too costly, to adapt the existing buildings to meet the future needs of the pupils.

In accordance with County Council instructions in January 2015 a consultation document was produced and distributed to identified interested parties with regard to the following proposal.

Proposal

- to discontinue Copperworks Infant and Nursery School on 31st August, 2016
- to discontinue Lakefield Primary School on 31st August, 2016
- as from 1st September, 2016, to establish a new 3-11 Dual Stream (DS – Welsh and English) language category Community Primary School on the existing sites and buildings of the current Copperworks infant and nursery school and the current Lakefield Primary School to cater for 60 nursery places and 420 pupils aged 3 – 11 until such time the new school building is complete.

The linguistic change of category from English Medium (EM) and English with significant Welsh (EW) to Dual Stream (DS) will increase the provision of Welsh medium education in Carmarthenshire and ensures linguistic continuity from the nursery sector along the key stages to the secondary sector so that every pupil becomes fluent and confident in Welsh and English. (as detailed in the Welsh in Education Strategic Plan 2014-2017)

As part of the consultation process consultees were invited to forward their observations or any comments they wished to make in relation to the proposal to the Council.

A Consultation Report was produced and published electronically which provided details of the observations received as well as the Authority's response to the issues raised including Estyn's response to the consultation document and details of the consultation undertaken with the pupils at Copperworks Infant and Nursery and Lakefield Primary schools.

Under the requirements set out in the Code on School Organisation which came into force on 1st October 2013 a Statutory Notice has to be published within 26 weeks. Due to the time lapsing to publish a notice in relation to this proposal a time extension was requested and granted from Welsh Government.

In accordance with the County Council instructions in July 2015 a Statutory Notice (attached) was published on the 3rd November 2015 which provided objectors with a one month period in which to forward their objections in writing to the Council.

At the end of the Statutory Notice period **NO** objections were received by the Authority in respect of the proposal.

ECS Scrutiny Committee and Executive Board will be given the opportunity to offer comment and a recommendation to County Council whether or not to implement the proposal as laid out in the Statutory Notice.

The process outlined above would enable the proposal to be presented to County Council for determination in February 2016.

Conclusion

Following the completion of the statutory consultation processes the conclusion remains the same. Having one new school will help keep and develop the sense of belonging, heritage and tradition that helps make up a community whilst at the same time ensuring that the pupils be afforded some of the most modern and up-to-date learning facilities in the county.

Therefore, in the long term interests of pupils in the area it is considered essential that the County Council resolves to implement the proposal to close both Copperworks Infants and Junior School and Lakefield Primary School and make alternative arrangements for the future primary education provision in a "New School" as detailed in the attached Statutory Notice.

Recommendation

E & C Scrutiny Committee is requested to endorse the implementation of the proposal to discontinue Copperworks Infant and Nursery School and Lakefield Primary School and to implement the proposal as detailed in the Statutory Notice of 3rd November 2015.

DETAILED REPORT ATTACHED ?

YES (Copy of Statutory Notice)

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: **G. Morgans** **Chief Education Officer**

S. Davies **School Modernisation Manager**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	YES	YES	NONE	YES	NONE	NONE

- 1. Policy, Crime & Disorder and Equalities**
 Developments are consistent with the Authority’s Corporate Strategy, Children and Young People’s Plan and the Modernising Education Strategic Outline Programme.
- 2. Legal**
 Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.
- 3. Finance**
 Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.
- 5. Risk Management Issues**
 Continuing with current inadequate provision would see current problems being perpetuated with the education of children in the area being placed at unacceptable risk and the County Council failing to meet WG target that all buildings should be of an appropriate standard.
- 6. Physical Assets**
 Staffing implications will be addressed in accordance with the County Council’s Redeployment Policy and Procedures.
- 7. Staffing Implications**
 Two redundant school buildings which would be addressed in accordance with the Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme policy and procedures.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: G. Morgans

Chief Education Officer

S. Davies

School Modernisation Manager

1. Scrutiny Committee

The Education and Children's Services Scrutiny Committee has been consulted formally during the formal consultation period. The committee will also be asked to consider and comment on the findings of the statutory consultation exercise on 21st January 2016.

2. Local Member(s)

Local Members Cllr. Keri Thomas, Cllr. Jeffrey Owen, Cllr. Louvain Roberts and Cllr. Winston Lemon have been advised and are supportive of the proposal.

Observations were received from Cllr Louvain Roberts during the formal consultation period.

No objections were received following publication of the Statutory Notice.

3. Community / Town Council

Community Council has been consulted formally during the formal consultation period.

No observations were received during the formal consultation period.

No objections were received following publication of the Statutory Notice.

4. Relevant Partners

Not applicable.

5. Staff Side Representatives and other Organisations

Teaching and non-teaching staff unions have been consulted during the formal consultation stage.

No observations were received during the formal consultation period.

No objections were received following publication of the Statutory Notice.

The following interested parties have also been provided with a copy of the consultation document and Statutory Notice;

Staff (Teaching and Ancillary) Copperworks Infant and Nursery school Lakefield Primary school	Governors and Parents, Copperworks Infant and Nursery school Lakefield Primary school
Carmarthenshire Children's Partnership	Community Councillors Llanelli Town Council
Local County Councillors	Welsh Language Commissioner
Assembly Member (AM) Regional Assembly Member	National Association of Schoolmasters and Union Women Teachers (NASUWT)
National Union of Teachers (NUT)	Association Of Teachers & Lecturers (ATL)
Undeb Cenedlaethol Athrawon Cymru (UCAC)	The Professional Association of Teachers (PAT)
National Association Of Head Teachers (NAHT)	GMB Union
UNISON	*Neighbouring Primary and Secondary schools Carmarthenshire
Transport and General Workers' Union (T&G)	LA Special Educational Needs Division
Director of Education – All Neighbouring Authorities	ERW – Education through Regional Working
Local Service Board	Regional Transport Consortium
Local Police and Crime Commissioner	Welsh Ministers
Estyn	Diocesan Director of Education

*Consultation document sent to Headteacher and Chair of Governors (Maes Y Morfa CP, Bigyn CP, Old Road CP, Ysgol Gymraeg Dewi Sant, Pentip VA, Secondary Schools Ysgol Y Strade, Coedcae).

Section 100D Local Government Act, 1972 – Access to Information		
List of Background Papers used in the preparation of this report:		
Title of Document	File Ref No.	Locations that the papers are available for public inspection
Planning School Places - Primary Schools – The Way Forward		www.carmarthenshire.gov.uk – the County Council Agenda 9 Pre 28/06/2004) – 11/04/2001
Modernising Education Provision Strategy and Draft Implementation Plan		www.carmarthenshire.gov.uk – Education and Learning – Useful Links
Modernising Education Provision Timeline/ Rollout:		www.carmarthenshire.gov.uk – Executive Board Agenda – 31/05/2005
Modernising Education Provision Update / Revised Draft Timetable		www.carmarthenshire.gov.uk – Executive Board Agenda – 24/07/2006

Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme		www.carmarthenshire.gov.uk Executive Board – 31/05/05
MEP Annual Report 2013/14 and Programme 2014/15		http://www.carmarthenshire.gov.uk/ County Council Agenda 14 th January 2015
Strategic Outline Programme 21 st Century Schools		Strategic Outline Programme 21st Century Schools
Carmarthenshire's Welsh in Education Strategic Plan 2014-2017		http://www.carmarthenshire.gov.uk/english/welsh/pages/trafodiaith.aspx
Copperworks Infant and Lakefield Primary Schools Consultation Report		http://www.carmarthenshire.gov.wales/media/964988/ConsultationReportEnglish.pdf

Mae'r dudalen hon yn wag yn fwriadol

CYNGOR SIR CAERFYRDDIN

Neuadd y Sir, Caerfyrddin. SA31 1JP

Hysbysir gyda hyn, yn unol ag Adrannau 41 a 43 o Ddeddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 (y Ddeddf) a'r Côt Trefniadaeth Ysgolion, fod Cyngor Sir Caerfyrddin (y Cyngor), ar ôl ymgynghori â'r personau gofynnol, yn cynnig y canlynol:

1. dod ag Ysgol Fabanod a Meithrin Copperworks, Stryd Nevill, Llanelli, SA15 2RS (a gynhelir gan y Cyngor ar hyn o bryd) i ben ar 31 Awst 2016;
2. dod ag Ysgol Gynradd Maes-llyn, Heol Maes-llyn, Llanelli, SA15 2TS (a gynhelir gan y Cyngor ar hyn o bryd) i ben ar 31 Awst 2016
3. sefydlu ysgol Gynradd Gymunedol newydd, Categori 2, â dwy ffrwd (yr "Ysgol Newydd"), sydd i'w chynnal gan y Cyngor o 1 Medi 2016 yn adeiladau presennol Ysgolion Babanod a Meithrin Copperworks ac Ysgol Gynradd Maes-llyn, ar gyfer bechgyn a merched 3-11 oed.
4. Y bwriad yw lleoli'r "Ysgol Newydd" ar safle ac mewn adeiladau newydd ar hen safle Draka, Heol Copperworks, Llanelli. Rhagwelir y bydd y gwaith adeiladu angenrheidiol wedi'i gwblhau erbyn 31ain Mawrth 2018, ac y bydd yr ysgol a'r adeiladau newydd yn darparu ar gyfer bechgyn a merched 3-11 oed.

Bu Cyngor Sir Caerfyrddin yn cynnal cyfnod ymgynghori cyn penderfynu cyhoeddi'r cynnig hwn. Mae adroddiad ymgynghori sy'n cynnwys crynodeb o'r materion a godwyd gan yr ymgynghoreion, ymatebion y cynigwyr a barn Estyn ar gael yn www.sirgar.llyw.cymru.

O 1 Medi 2016 ymlaen, yn amodol ar ddewisiadau a fynegir gan rieni, bwriedir i'r disgyblion hynny sydd ar gofrestr Ysgol Fabanod a Meithrin Copperworks a'r disgyblion hynny sydd ar gofrestr Ysgol Gynradd Maes-llyn - a'r rhai a fyddai, oni bai am y cynnig hwn, wedi disgwyl mynychu'r ysgolion hynny - gael eu haddysg yn yr "Ysgol Newydd". Dalgylchoedd presennol Ysgol Fabanod a Meithrin Copperworks ac Ysgol Gynradd Maes-llyn fydd dalgylch yr "Ysgol Newydd".

Ni fwriedir i'r trefniadau derbyn i'r "Ysgol Newydd" ddarparu ar gyfer dewis disgyblion ar sail dawn na gallu (bandio disgyblion).

Cyngor Sir Caerfyrddin fydd yr Awdurdod Derbyn ar gyfer yr "Ysgol Newydd".

Tra bydd yr "Ysgol Newydd" yn defnyddio adeiladau presennol Ysgol Fabanod a Meithrin Copperworks a safle Ysgol Gynradd Maes-llyn, 60 fydd nifer y disgyblion a dderbynnir i'r "Ysgol Newydd" pan fyddant yn 4/5 oed, ar sail amser llawn yn y flwyddyn ysgol gyntaf pryd y gweithredir y cynigion. Capasiti o 420 fydd yn yr ysgol newydd, a bydd yn darparu 60 o lefydd meithrin cyfwerth ag amser llawn.

Ar ôl adleoli'r "Ysgol Newydd" i hen safle Draka, Heol Copperworks, Llanelli, nifer derbyn y disgyblion y rhoddir lle amser llawn iddynt yn yr ysgol yn 4/5 oed fydd 60. Capasiti o 420 fydd yn yr ysgol newydd, a bydd yn darparu 60 o lefydd meithrin cyfwerth ag amser llawn.

Categori laith yr ysgol newydd arfaethedig, fel y'i diffiniwyd yn nogfen wybodaeth rhif: 023/2007 Llywodraeth Cymru, "Diffinio ysgolion yn ôl eu darpariaeth Gymraeg", fydd 'Ffrwd Ddeuol - Categori 2'. Mynediad at addysg gyfrwng Gymraeg.

Darperir cludiant i'r "Ysgol Newydd" yn unol â pholisi Cyngor Sir Caerfyrddin ynghylch cludiant o'r cartref i'r ysgol.

Bydd y trefniadau ar gyfer trosglwyddo i Ysgolion Uwchradd yn parhau heb eu newid.

Gall unrhyw un wrthwynebu'r cynigion hyn o fewn cyfnod o 28 diwrnod ar ôl dyddiad eu cyhoeddi, sef erbyn 30 Tachwedd 2015. Dylid anfon gwrthwynebiadau at Mr Robert Sully, y Cyfarwyddwr Addysg a Gwasanaethau Plant, Cyngor Sir Caerfyrddin, Adeilad 2, Parc Dewi Sant, Heol Ffynnon Job, Caerfyrddin, SA31 3HB neu drwy e-bost i DECMEP@sirgar.gov.uk.

Llofnod: Mr Robert Sully
Cyfarwyddwr Addysg a Gwasanaethau Plant
Ar ran Cyngor Sir Caerfyrddin

Dyddiedig: 3ydd o Tachwedd 2015

NODYN ESBONIADOL

(Nid yw'r Nodyn Esboniadol hwn yn rhan o'r Hysbysiad – yn hytrach fe'i cynigir er mwyn cynyddu eglurder)

1. Mae'r Awdurdod yn bwriadu ad-drefnu addysg gynradd yn yr ardal a chreu un ysgol gynradd gymunedol newydd, ynghyd â darpariaeth feithrin newydd, i gymryd lle'r ddwy ysgol bresennol. Lleolir yr ysgol newydd ar hen safle Draka yn Seaside, Llanelli.

Gan fod angen codi adeilad yr "Ysgol Newydd", bydd angen dal ati i ddefnyddio adeiladau presennol Ysgol Fabanod a Meithrin Copperworks ac Ysgol Gynradd Maes-llyn hyd nes y bydd adeiladau'r ysgol newydd wedi eu cwblhau, pryd y symudir y disgyblion i'r adeiladau newydd ar y safle newydd. Mae'r trefniadau arfaethedig yn cael eu crynhoi isod:-

- 31 Awst 2016 – Bydd yr ysgolion presennol, sef Ysgol Fabanod a Meithrin Copperworks ac Ysgol Gynradd Maes-llyn, yn peidio â bodoli.
- 1 Medi 2016 – Bydd ysgol newydd yn agor ar y safle, ac yn defnyddio adeiladau presennol Ysgol Fabanod a Meithrin Copperworks ac Ysgol Gynradd Maes-llyn. Yn ystod y cyfnod hwn, mater i'r Corff Llywodraethu fydd penderfynu ar drefniadaeth yr ysgol, ac ar ba un o'r ddau safle y cynhelir y dosbarthiadau, gan bennu ble bydd y disgyblion yn derbyn eu haddysg. Nhw hefyd fydd yn gyfrifol am ddatblygu Ffrwd Gymraeg newydd yn yr ysgol ar gyfer y disgyblion a dderbynnir ym mis Medi 2016. Ni fydd y ddarpariaeth yn newid yn achos y disgyblion sydd eisoes yn mynychu'r ysgol.
- Mis Ebrill 2018 – Bydd yr holl ddisgyblion yn symud i adeilad newydd yr "Ysgol Newydd" ar hen safle Draka, Heol Copperworks, Llanelli.

2. Mae nifer derbyn yr "Ysgol Newydd", sef 60 o ddisgyblion a'r 60 disgybl Cyfwerth ag Amser Llawn (CALI) ar gyfer y ddarpariaeth feithrin yn rhan o'r trefniadau pontio. Y bwriad yw sicrhau bod y trefniadau derbyn ar gyfer disgyblion yn y cyfnod hwnnw'n unol â strwythur trefniadaeth a rheolaeth yr ysgol newydd pan fydd yn symud i'w safle parhaol ym mis Ebrill 2018.

3. Mae'r polisi cyfredol ynghylch cludiant o'r cartref i'r ysgol yn cadarnhau y bydd yr Awdurdod yn darparu cymorth cludiant yn achos disgyblion sy'n bodloni pob un o'r meini prawf canlynol: -
(a) maent wedi cyrraedd oed ysgol gorfodol;
(b) maent yn mynychu'r ysgol agosaf neu'r ysgol a ddynodwyd gan yr Awdurdod Lleol; ac
(c) maent yn byw ymhellach na'r pellter cerdded statudol o'r ysgol (2 filltir yn achos plant dan 8 oed a 3 milltir yn achos plant sy'n 8 oed neu'n hŷn).

CARMARTHENSHIRE COUNTY COUNCIL

County Hall, Carmarthen. SA31 1JP

Notice is hereby given in accordance with Section 41 and 43 of the School Standards and Organisation (Wales) Act 2013 (the Act) and the School Organisation Code that Carmarthenshire County Council (the Council) having consulted such persons as required, propose the following:

1. to discontinue Copperworks Infant and Nursery School, Nevill Street, Llanelli, SA15 2RS (currently maintained by the Council) on 31 August 2016;
2. to discontinue Lakefield Primary School, Lakefield Road, Llanelli, SA15 2TS (currently maintained by the Council) on 31 August 2016, and
3. to establish a new dual-stream Category 2, Community Primary school (the "New School") to be maintained by the Council from 1 September 2016 in the existing buildings of the current Copperworks Infant and Nursery and Lakefield Primary Schools for boys and girls aged 3-11.
4. It is intended that the "New School" be re-located and accommodated in new buildings on the former Draka site in Copperworks Road, Llanelli. It is anticipated that the necessary construction works will be completed by 31st March 2018 and that the new school and buildings will cater for boys and girls aged 3-11.

The Council undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the proposers responses and the views of Estyn is available on www.carmarthenshire.gov.wales.

From 1 September 2016, subject to any expression of parental preference, it is proposed that those pupils registered at Copperworks Infant and Nursery School and at Lakefield Primary School and who, but for this proposal, would have expected to attend those schools will be educated at the "New School". The existing catchment areas of Copperworks Infant and Nursery School and at Lakefield Primary School will become the catchment area of the "New School".

It is not intended that admission arrangements to the "New School" will make any provision for selection of pupils by aptitude or by ability (pupil banding).

Carmarthenshire County Council will be the admission authority for the "New School".

Whilst the "New School" is situated in the existing buildings of the current Copperworks Infant and Nursery School and Lakefield Primary School site the admission number (AN) of pupils to be admitted at age of 4/5 on a full time basis in the first school year in which proposals are implemented is 60. The new school's capacity will be 420 and provide 60 full time equivalent nursery places.

Following the re-location of the "New School" to the site of the former Draka site, Copperworks Road, Llanelli, the admission number (AN) of pupils to be admitted at age of 4/5 on a full time basis will be 60. The capacity of the "New School" will be 420 and provide 60 full time equivalent nursery places.

The language category of the proposed new school, as defined by "Defining schools according to Welsh medium provision", Welsh Government Information document No: 023/2007 will be, 'Dual Stream- Category 2'. Access to welsh medium education.

Transport to the "New School" will be provided in accordance with Carmarthenshire County Council's home to school transport policy.

Transfer to Secondary School will remain as per current arrangements.

Within a period of 28 days after the date of publication of these proposals, that is to say by 30 November 2015, any person may object to these proposals. Objections should be sent to Mr Robert Sully, Director of Education and Children's Services, Carmarthenshire County Council, Building 2, St David's Park, Job's Well Road, Carmarthen, SA31 3HB or e-mail to DECMEP@carmarthenshire.gov.uk.

Signed: Mr Robert Sully
Director of Education and Children's Services
For Carmarthenshire County Council

Dated: 3rd of November 2015

EXPLANATORY NOTE

(This Explanatory Note does not form part of the Notice but is offered by way of clarification)

1. It is the Authority's intention to re-organise primary education in the South Llanelli area and create one new community primary school, together with nursery provision, to replace the two existing schools. The new school is to be located on the former Draka site at Seaside, Llanelli.

As there is a need to construct the "New School" building, there will be a need to retain the use of the current Copperworks Infant and Nursery School and at Lakefield Primary School buildings until such time the new school building is complete when the pupils will relocate to the newly built premises on the new site. The proposed arrangements are summarised below:-

- 31 August 2016 – The current Copperworks Infant and Nursery School and at Lakefield Primary School will cease to exist.
- 1 September 2016 – A new school will open on the site, and make use of the buildings, of the existing Copper works Infant and Nursery School and Lakefield Primary schools. During this period it will for the Governing Body to decide how the school is organised and at which of the two sites classes, and hence pupils, will be educated. They will also be responsible for the development of a new Welsh Stream at the school for the September 2016 pupil intake. Provision will not change for those pupils already attending the school.
- In April 2018 – All pupils will re-locate to the newly built "New School" premises on the former Draka site, Copperworks Road, Llanelli.

2. The admission number (AN) of 60 pupils for the "New School" and 60 Full Time Equivalent (FTE) pupils for nursery provision form part of the transitional arrangements. They are intended to ensure that the admission arrangements for pupils for that period are in line with the organisation and management structure for the new school when it relocates to its permanent site in April 2018.

3. Current home to school transport policy confirms that assistance with transport will be provided by the Authority for pupils who meet each of the following criteria: -
(a) are of compulsory school age;
(b) attend the nearest or the school designated by the Local Authority; and
(c) who reside over the statutory walking distance from the school (2 miles in the case of children up to 8 years of age and 3 miles for those aged 8 and over).

Mae'r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG A PHLANT 21^{ain} O IONAWR 2016

Grŵp Gorchwyl a Gorffen Addysg a Phlant 2015/16 – Dogfen Cynllunio a Chwmpasu

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Ystyried a chymeradwyo nodau a chwmpas gwaith y Grŵp Gorchwyl a Gorffen.
- Ystyried a chymeradwyo y camau allweddol ar gyfer cwblhau gwaith y Grŵp Gorchwyl a Gorffen.

Rhesymau:

- Mae'n ofynnol bod y Grŵp Gorchwyl a Gorffen yn rhoi gwybod i'r prif bwyllgor craffu am y cynnydd a wneir o ran y gwaith.

**Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad:
NAC OES**

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:
Cyng. Gareth Jones (Education and Children)

<p>Y Gyfarwyddiaeth: Prif Weithredwr</p> <p>Enw Pennaeth y Gwasanaeth: Linda Rees-Jones</p> <p>Awdur yr Adroddiad: Bernadette Dolan</p>	<p>Swyddi:</p> <p>Pennaeth Gweinyddiaeth a'r Gyfraith</p> <p>Uwch Ymgynghorydd</p>	<p>Rhifau Ffôn / Cyfeiriadau E-bost:</p> <p>01267 224010 lrjones@sirgar.gov.uk</p> <p>01267 224030 badolan@sirgar.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 21st JANUARY 2016

Education & Children Task and Finish Group 2015/16 – Planning and Scoping Document

At its meeting on 24th September 2015, the Education & Children Scrutiny Committee considered provisional Examination and Teacher Assessment Results. It agreed to establish a task and finish group to research and review the attainment gap for e-FSM learners, one of the key priorities for the Department and ERW this year.

The members of the Group are:

- Cllr. Ryan Bartlett
- Cllr. Peter Hughes-Griffiths
- Cllr. John James
- Cllr. Hugh Richards
- Cllr. Tom Theophilus
- Cllr. Eirwyn Williams (Chair)
- Mr. Simon Pearson – Parent Governor Representative
- Mrs. Vera Kenny – Roman Catholic Church Representative

The Group's main aims will be to:

- Research the attainment gap for learners eligible for free school meals in Carmarthenshire.
- Identify trends at all key stages and key indicators.
- Review how the Pupil Deprivation Grant is being used in our schools.
- Identify best practice interventions in the county's schools, across ERW, the rest of Wales and the UK.
- Raise the profile of the challenge of overcoming the attainment gap in the midst of shrinking budgets, other priorities and curriculum changes.

The Group held its first planning meeting on 8th December 2015 and nominated Cllr. Eirwyn Williams as chair and Cllr. Ryan Bartlett as vice-chair. The Group discussed the scope of the review, key issues to be addressed, key stakeholders to be consulted and key milestones to be met. These details are outlined in the attached document.

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: Linda Rees-Jones Head of Administration & Law

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	NONE	NONE	NONE	NONE	NONE	NONE

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: Linda Rees-Jones Head of Administration & Law

- 1. Local Member(s) – N/A**
- 2. Community / Town Council – N/A**
- 3. Relevant Partners –** If required, representatives from partner organisations will be consulted as part of the Task & Finish Group’s review.
- 4. Staff Side Representatives and other Organisations –** Officers from the Education & Children Department contributed to the development of the Planning and Scoping Document and will continue to support the work of the Task & Finish Group.

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Provisional Examination and Teacher Assessment Results and Provisional School Attendance Data – E&C Scrutiny Committee (24th September 2015)	<p>Cymraeg http://democratiaeth.sirgar.llyw.cymru/ieListDocuments.aspx?CId=153&MIId=172&Ver=4</p> <p>English http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&MIId=172&Ver=4</p>

Mae'r dudalen hon yn wag yn fwriadol

Education & Children Scrutiny Committee Task and Finish Group 2015/16

Narrowing the Attainment Gap: Learners eligible for free school meals

Planning & Scoping Document

Context	<ul style="list-style-type: none">• The Education & Children Scrutiny Committee has a key role to play in monitoring services, development of key policies and strategies, as well as identifying areas for improvement or development.• At its meeting on 24th September 2015, the Education & Children Scrutiny Committee considered provisional Examination and Teacher Assessment Results. It agreed to establish a task and finish group to research and review the attainment gap for e-FSM learners, one of the key priorities for the Department and ERW this year.• Research¹ shows that the performance of pupils eligible for free school meals is lower than their non eligible counterparts at all key stages and in all performance measures.• Looking at the core subject indicator (see definitions), the gap in performance has generally narrowed over the last four years at Key Stages 2 and 3. At Key Stage 4, the gap in performance in the Level 2 threshold including a GCSE A*-C in English/Welsh and maths widened every year to 2009-10 before narrowing in the following three years, but the gap has widened again between 2012-13 and 2013-14.• The gap in performance increases with key stage level.• There is a strong link between achievement and the level of entitlement to free school meals: as the level of FSM entitlement increases, the level of achievement decreases.• Schools where learners eligible for free school meals are not making adequate progress will be given an improvement capacity rating no higher than a C in the School Categorisation process. The performance of free school meal pupils is a central focus to the primary categorisation model. In the standards stage of the primary categorisation process each measure is benchmarked based upon performance compared to the free school meal group. If a secondary school is below the national three year weighted average
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¹ [WG Academic achievement and entitlement to free school meals 28th January 2015](#)

	of 27.2% of eFSM learners gaining the level 2 threshold including English/Welsh and mathematics it will not be categorised as a green school in the support category.
Membership	<p><u>Elected Members</u></p> <ul style="list-style-type: none"> • Cllr. Ryan Bartlett • Cllr. Peter Hughes-Griffiths • Cllr. John James • Cllr. Hugh Richards • Cllr. Tom Theophilus • Cllr. Eirwyn Williams (Chair) <p><u>Co-opted Members</u></p> <p>Mr. Simon Pearson – Parent Governor Representative Mrs. Vera Kenny – Roman Catholic Church Representative</p> <p><u>Advisors / Support Officers</u></p> <ul style="list-style-type: none"> • Gareth Morgans – Chief Education Officer / Head of Education Services • Alan Walters – Head of School Effectiveness • Andi Morgan – Principal Challenge Advisor • Aeron Rees – Head of Learner Programmes • Glenn Evans – Senior Education Consultant • Mary Parry – Consortium Assoc. School Improvement Officer • David Astins – Strategic Development Manager • Cressida Morgan – Looked After Children Education Co-ordinator • Noeline Thomas – Service Manager, Children’s Services • Matthew Hughes – Assistant Consultant
The main aims of the review	<ul style="list-style-type: none"> • To research the attainment gap for learners eligible for free school meals in Carmarthenshire. • To identify trends at all key stages and key indicators. • To review how the Pupil Deprivation Grant is being used in our schools. • To identify best practice interventions in the county’s schools, across ERW, the rest of Wales and the UK. • To raise the profile of the challenge of overcoming the attainment gap in the midst of shrinking budgets, other priorities and curriculum changes. • To formulate recommendations for consideration by the Executive Board.
Scope of the study	This review will focus on learners eligible for free school meals, including Looked After Children, and the attainment gap in Carmarthenshire.

<p>How it will contribute to achieving corporate / community objectives and priorities</p>	<p>Contributes to the following outcome from the County Council's Corporate Strategy 2015-20 and Carmarthenshire's Integrated Community Strategy 2011-16:</p> <ul style="list-style-type: none"> • People in Carmarthenshire fulfil their learning potential
<p>Initial list of key officers, stakeholders, partners or other agencies to involve</p>	<ul style="list-style-type: none"> • Wales Centre for Equality in Education (based at University of Wales Trinity Saint David) – Professor David Egan • ERW • Schools with effective interventions and improving attainment • City & County of Swansea
<p>What information / documents are required to inform the work of the study?</p>	<ul style="list-style-type: none"> • Welsh Government (WG) Achievement and entitlement to free school meals in Wales, 2014 • Making effective use of the Pupil Deprivation Grant – University of Wales, March 2014 • The Good News...What schools in Wales are doing to reduce the impact of poverty on pupils' achievement – Wales Centre for Equity in Education, December 2014 • WG Rewriting the future • WG Rewriting the future 2015 – A year on • WG Tackling Poverty Action Plan 2012 – 2016 • WG Building Resilient Communities – Taking forward the Tackling Poverty Action Plan Annual Report 2015 • ESTYN Tackling poverty and disadvantage in schools: working with the community and other services – July 2011 • ESTYN Effective practice in tackling poverty and disadvantage in schools – November 2012 • Estyn Working together to tackle the impact of poverty on educational achievement – December 2013 • Carmarthenshire School Performance data up to and including 2015 • ERW School Performance data up to and including 2015 • Welsh, English and Scottish national comparative data • The take-up of free school meals • Pupil Deprivation Grant in Carmarthenshire including LAC • WG Evaluation of the Pupil Deprivation Grant – Year 2 Report
<p>Timescale for completion of the review</p>	<p>Tuesday 8th December 2015</p> <ul style="list-style-type: none"> • Scoping and Planning • Introduction to and overview of attainment data • Setting the scene – learners eligible for free school meals

Monday 18th January 2016

- Detailed review of attainment data
- ERW comparison
- Pupil Deprivation Grant
- Case studies - schools

Friday 5th February 2016

- Case studies – schools
- Assessing the use of the Pupil Deprivation Grant in Carmarthenshire

Monday 14th March 2016

- Research – effective interventions

Monday 25th April 2016

- Sharing good practice – case studies

Tuesday 17th May 2016

- Looking forward
- Draft final report

Tuesday 21st June 2016

- Finalise the Group's report

Friday 22nd July 2016

- Next steps...Outcomes conference for schools

PWYLLGOR CRAFFU ADDYSG A PHLANT 21^{ain} O IONAWR 2016

Grŵp Gorchwyl a Gorffen Addysg a Phlant 2015/16 – Dogfen Cynllunio a Chwmpasu

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Ystyried a chymeradwyo nodau a chwmpas gwaith y Grŵp Gorchwyl a Gorffen.
- Ystyried a chymeradwyo y camau allweddol ar gyfer cwblhau gwaith y Grŵp Gorchwyl a Gorffen.

Rhesymau:

- Mae'n ofynnol bod y Grŵp Gorchwyl a Gorffen yn rhoi gwybod i'r prif bwyllgor craffu am y cynnydd a wneir o ran y gwaith.

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: NAC OES

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio: Cyng. Gareth Jones (Addysg a Phlant)

<p>Y Gyfarwyddiaeth: Prif Weithredwr</p> <p>Enw Pennaeth y Gwasanaeth: Linda Rees-Jones</p> <p>Awdur yr Adroddiad: Bernadette Dolan</p>	<p>Swyddi:</p> <p>Pennaeth Gweinyddiaeth a'r Gyfraith</p> <p>Uwch Ymgynghorydd</p>	<p>Rhifau Ffôn / Cyfeiriadau E-bost:</p> <p>01267 224010 lrjones@sirgar.gov.uk</p> <p>01267 224030 badolan@sirgar.gov.uk</p>
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 21st JANUARY 2016

Education & Children Task and Finish Group 2015/16 – Planning and Scoping Document

At its meeting on 24th September 2015, the Education & Children Scrutiny Committee considered provisional Examination and Teacher Assessment Results. It agreed to establish a task and finish group to research and review the attainment gap for e-FSM learners, one of the key priorities for the Department and ERW this year.

The members of the Group are:

- Cllr. Ryan Bartlett
- Cllr. Peter Hughes-Griffiths
- Cllr. John James
- Cllr. Hugh Richards
- Cllr. Tom Theophilus
- Cllr. Eirwyn Williams (Chair)
- Mr. Simon Pearson – Parent Governor Representative
- Mrs. Vera Kenny – Roman Catholic Church Representative

The Group's main aims will be to:

- Research the attainment gap for learners eligible for free school meals in Carmarthenshire.
- Identify trends at all key stages and key indicators.
- Review how the Pupil Deprivation Grant is being used in our schools.
- Identify best practice interventions in the county's schools, across ERW, the rest of Wales and the UK.
- Raise the profile of the challenge of overcoming the attainment gap in the midst of shrinking budgets, other priorities and curriculum changes.

The Group held its first planning meeting on 8th December 2015 and nominated Cllr. Eirwyn Williams as chair and Cllr. Ryan Bartlett as vice-chair. The Group discussed the scope of the review, key issues to be addressed, key stakeholders to be consulted and key milestones to be met. These details are outlined in the attached document.

DETAILED REPORT ATTACHED?

YES

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **Linda Rees-Jones** **Head of Administration & Law**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	NONE	NONE	NONE	NONE	NONE	NONE

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: **Linda Rees-Jones** **Head of Administration & Law**

1. Local Member(s) – N/A

2. Community / Town Council – N/A

3. Relevant Partners – If required, representatives from partner organisations will be consulted as part of the Task & Finish Group’s review.

4. Staff Side Representatives and other Organisations – Officers from the Education & Children Department contributed to the development of the Planning and Scoping Document and will continue to support the work of the Task & Finish Group.

**Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:**

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Provisional Examination and Teacher Assessment Results and Provisional School Attendance Data – E&C Scrutiny Committee (24th September 2015)	<p>Cymraeg http://democratiaeth.sirgar.llyw.cymru/ieListDocuments.aspx?CId=153&MIId=172&Ver=4</p> <p>English http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&MIId=172&Ver=4</p>

Mae'r dudalen hon yn wag yn fwriadol

1. Background to the visits

During 2008/09, the Education & Children's Services Scrutiny Committee (as it was formerly known) established a Task & Finish Group to review Access, Inclusion and Support Services to Schools.

As part of the Task & Finish Group review, members undertook a series of site visits to schools within the county in order to speak to head teachers and staff. The Group found these visits invaluable but timescales prevented the members from visiting more schools. Therefore, in its final report the Group recommended that a programme of structured school visits be developed for all members of the Education & Children's Services Scrutiny Committee. The Committee considered the Group's recommendation at its meeting on the 8th May 2010 and unanimously resolved that local members, those who were school governors and the Executive Board Member be invited to attend a structured programme of visits to all schools and special units during the 2009/10 municipal year.

The programme of visits has continued since this time and in all, the Committee has now visited 131 schools (and other facilities such as children's centres and special units). Please refer to the appendices (Section 7) for details of the schools and other facilities visited during this time. The only school the Committee has yet to visit is Cwrt Henri CP. Unfortunately, an ESTYN inspection clashed with the proposed visit to the school in May 2015. This school will be visited during 2015/16.

2. Visits programme in 2014/15

A programme was developed for the 2014/15 academic year with the visits continuing to focus on clusters of schools in particular areas in order to minimise travel costs.

Visits were arranged by the Education & Children Department's School Modernisation Team in conjunction with the Scrutiny & Consultancy Team. All local members, in addition to those members who are school governors at the relevant schools, were invited to join the Committee on its visits. Occasionally, other governors were also in attendance.

The following **15** schools/children's centres were visited between October 2014 and May 2015:

Wednesday 22nd October 2014	<ul style="list-style-type: none">• Mynydd-y-Garreg CP School• Maes-y-Gwendraeth Secondary School (Drefach and Cefneithin Campuses)
Monday 10th November 2014	<ul style="list-style-type: none">• Llansadwrn CP School• Rhys Prichard CP School, Llandovery• Bro Dinefwr Secondary School (Pantycelyn Campus)
Wednesday 4th February 2015	<ul style="list-style-type: none">• Ysgol Y Felin, Llanelli• Ysgol Ffwrnes, Llanelli• Ysgol Brynsierfel, Llanelli

Thursday 19th March 2015	<ul style="list-style-type: none"> • Lakefield CP, Llanelli • Copperworks Infant CP, Llanelli • Ysgol Dewi Sant, Llanelli
Wednesday 22nd April 2015	<ul style="list-style-type: none"> • Ysgol Gymraeg Gwenllian, Kidwelly • Ysgol Gymraeg Parc-y-Tywyn, Burry Port
Tuesday 19th May 2015	<ul style="list-style-type: none"> • Ysgol Gymraeg Teilo Sant, Llandeilo • Llandeilo CP School

During 2014/15, members were accompanied on their visits by the following officers:

- Simon Davies (School Modernisation Manager, E&C Dept.)
- Martin Jones (School Development Project Officer, E&C Dept.)
- Aneirin Thomas (Challenge Adviser – Team Leader, School Improvement Team, E&C Dept.)
- David Harries (Area Senior Inspector, Property Services, Technical Services Department)
- Jason McGarrigle (Area Senior Inspector, Property Services, Technical Services Department)
- Wayne Jones (Building Inspector, Property Services, Technical Services Department)
- Officers from the Scrutiny & Consultancy Team (Chief Executive's Department)

Feedback sessions were also held on the 14th November 2014 and 17th April 2015 in order for members and officers to discuss and review the visits undertaken. The Chair and Vice-Chair also met with the Director and Executive Board Member for Education & Children in November 2014, April 2015 and July 2015 to feed back on the Committee's comments and any issues raised during the visits.

For attendance details, please see Sections 5 and 6.

3. Summary of visits

3.1 Mynydd-y-Garreg CP School



Head Teacher: Mrs. Sharon Owen
Category: Welsh-Medium

Capacity: 57
Pupils: 42

[Mynydd-y-Garreg School](#) is located on Heol-yr-Ysgol next to the village hall, off the main Meinciau to Kidwelly road. The school is of traditional build and was opened in 1885 as the Mountain Board School. The school's name was changed in 1974.

The school building consists of two main classrooms which house the Foundation Phase and Years 3-6 respectively. A third classroom is used as a resource room. There are two hard surfaced yards around the school building whilst the village netball/tennis court and playing field, located next to the village, are used on a regular basis.

The school uses the village hall (located next door) during school hours and for hosting large events such as school plays. The hall provides a useful additional space away from the main school building for physical exercise, musical lessons, as well as other activities such as staff-related meetings or interviews.

The Committee noted that the head teacher had responsibility for both Mynydd-y-Garreg and Trimsaran schools and had introduced the same systems at both schools in order to minimise workload, including following the same themes each term. Sharing resources and joint activities between the two schools has benefited Mynydd-y-Garreg and offered pupils more experiences (e.g. team sports and trips). However, the schools' identities, governing bodies and funding had been kept separate.

3.2 Ysgol Gyfun Maes-y-Gwendraeth (Secondary)

Head Teacher: Mr. Iwan Rees
Category: 2A

Capacity: 1,464
Pupils: 884

[Ysgol Gyfun Maes-y-Gwendraeth](#) was established in 2013 following the closure of the former Maes-yr-Yrfa and Gwendraeth Comprehensive schools. Both schools closed as separate entities in the summer of 2013 with the new school officially opening in September 2013. The new school continues to operate out of both campuses although the majority of the pupils are now based at the Cefneithin site

where the school will ultimately be located. Existing Gwendraeth pupils who had begun their GCSEs continued to be educated at the Drefach site which was expected to close in the summer of 2015.

The Committee commenced its visit at the Drefach site before travelling to Cefneithin to view the on-going work at the former Maes-yr-Yrfa site.



The former Maes-yr-Yrfa school was based at the Cefneithin site (pictured above) between 1983 and 2013, being the main Welsh medium secondary school in the area. The site on Heol-y-Parc has seen extensive development over the past ten years with a new building replacing numerous portable classrooms and the former design and technology block being re-developed. Members were given a tour of the new art and science building as well as the new gymnasium which was scheduled to be opened in January 2015. Following completion of Phase 1 of the project, the existing school buildings (mainly the older blocks) would be renovated and re-configured (e.g. the old gymnasium will become the main assembly hall). Members noted that building work was well underway and on schedule and the practical difficulties faced by contractors and the school staff in operating a busy construction site alongside a school.

The former Gwendraeth School was opened in 1925 as the Gwendraeth Valley Grammar School and occupies a large and spacious site between Heol Cwmmawr and Mary Street (pictured below). The site incorporates a mixture of buildings including the original school buildings, two newer blocks dating from the 1980s, a modern assembly hall built in 2008 and the Gwendraeth Valley Leisure Centre, also built in the 1980s. There are large playing fields on either side of the school buildings.



The Garreglwyd Unit is also housed on site and occupies two buildings, separated from the rest of the school. There is also a specialist play area for the pupils who

attend the unit. The Unit itself is run in partnership with the Local Authority and to meet the needs of autistic pupils who would typically be educated within a specialist provision outside of a mainstream school. Pupils receive specialist support according to their individual needs whilst being able to access the benefits of a mainstream school setting. Garreglwyd also has a specialist autism residential unit attached to the provision. The day provision will transfer to Ysgol Bro Dinefwr when the new building is completed in 2015/16 although at the time of the visit, the future of the residential aspect of the service had yet to be decided.

The Committee expressed concern at the future of the Gwendraeth site noting that it retained excellent facilities which should be utilised. It was suggested that the Committee needed to consider the future options for Pantycelyn, Tregib and Gwendraeth sites as a matter of urgency. The Committee's visit to Maes-y-Gwendraeth was referred to at its meeting in November 2014 and it was asked if there was a vision for vacated sites such as the former Gwendraeth and Pantycelyn schools. The Committee was advised at the meeting that exit strategies were being looked at corporately and that developing future primary provision would be considered if appropriate.

3.3 Llansadwrn CP School

Head Teacher: Mrs. Elin Watkins
Category: Welsh-Medium

Capacity: 49
Pupils: 17



Llansadwrn School is located in the centre of the village. The school was established in 1858 and is of traditional build with outdoor toilet facilities and a covered area that runs the length of the yard.

The Committee noted that whilst numbers were low, there was opportunity for all pupils and the majority took part in activities such as eisteddfods and school plays. Members noted that the inclusive ethos of the school was commended by ESTYN after its last inspection in 2011 when performance and prospects for improvement, were both rated as 'Good'. The Committee was informed that the school undertakes joint activities with Cwrt Henri and Talley and that attendance figures were good (96.73% in 2013/14). The head teacher also commended the supportive parents association and noted that the community council had kindly funded the school's swimming activities for the year.



A separate two-storey block dating from the 1960/70s is located behind this which houses the design technology and art rooms. A playing field and netball/tennis courts are located at the rear of the site whilst the swimming pool is housed in a separate building.

The Committee noted that similarly to Maes-y-Gwendraeth, the creation of the new Bro Dinefwr school had been challenging and difficult at times for both pupils and staff. The head teacher had spent time talking to parents regarding the changes being undertaken at the school. The Committee was informed of the challenges of working across two campuses and especially transport costs. However, joint-timetabling arrangements are working well. Members voiced concern at the future of Pantycelyn site as this remained uncertain, especially the future of the main assembly hall which was also used by the community.

The Committee noted that the swimming pool on the campus was operated by the Regeneration & Leisure Department and used on a daily basis, by local primary schools and the college, as well as the public in the evenings.

3.6 Ysgol Gymraeg Ffwrnes (CP), Llanelli



Head Teacher: Mrs. Catherine Lloyd Jenkins
Category: Welsh-Medium

Capacity: 480
Pupils: 312

The Committee visited the new [Ffwrnes School](#) following its move to a new £14.6m building off Denham Avenue in December 2014. The original building was located behind Chapman Street with access from New Road.

The new building was built by WRW Ltd and was funded by a £10.22m Welsh Government grant and £4.38m from the Local Authority's capital programme. The

building features many environmentally-friendly features which include rainwater harvesting, external planting areas, solar panels and renewable energy sources.

The school has a two form entry for 420 children, plus a nursery, and will help manage the increasing demand for Welsh medium education in the Llanelli area.

The school was last visited by an Education & Children Scrutiny Task and Finish Group back in 2008.

3.7 Ysgol Y Felin (CP), Llanelli



Head Teacher: Mrs. Helen Wynne
Category: Dual-Stream

Capacity: 240
Pupils: 253

[Ysgol Y Felin](#) is located on Ynys-Wen in Felinfoel, next to Bryngwyn Comprehensive School. The school was established following the successful merger of the former Ysgol Y Babanod Felinfoel and Felinfoel Juniors School in 2008.

In 2009, the former infants' school site underwent a major re-development worth £6.3m which was completed in 2011. The work included the building of a new extension for the infant classes, an Integrated Family Centre and the re-development of the former infants building to accommodate the junior classes. The Assessment Unit block was also improved as part of the improvement work and comprehensive re-landscaping of the existing grounds and play areas was also carried out.

The school has 9 spacious classrooms in addition to a number of multi-purpose rooms that can be used for 'break-out groups' and so on.

This was the Committee's second visit to the school with the previous visit held in November 2011.

3.8 Ysgol Gymraeg Brynsierfel (CP), Llanelli

Head Teacher: Mrs. Susan Bowen
Category: Welsh-Medium

Capacity: 240
Pupils: 212

[Ysgol Gymraeg Brynsierfel](#) is located in the Cwmcarnhywel area of Llanelli. The school was established in 1953 and in September 2011, moved into a new building

on the site of the original school. During construction work, the school operated out of the now decommissioned Ysgol yr Ynys site in Cefncaeau.

The new school building is located on land between Brynsierfel, Dwyfor and Heol Elfed. The long building is split onto two levels and has different entrances for the various age groups.



There are 8 classrooms with additional meeting rooms internally whilst externally, there are hard-surfaced playing areas on the south side of the building with car parking and a small playing field on the north side of the complex.

This was the Committee's second visit to the school with the previous visit held in November 2011.

3.9 Copperworks Infant & Nursery School, Llanelli



Head Teacher:	Mrs. Kim Sherlock	Capacity:	131
Category:	English-Medium (with significant use of Welsh)	Pupils:	131

[Copperworks School](#) is located on Nevill Street on the junction with Railway Terrace and Glanmor Road in the Tŷ-Isha ward.

Copperworks is the oldest remaining school in the Llanelli area having been established in 1847 by Richard J. Nevill, whose family had established a copper works in the town in the early 1800s. Copperworks School was initially established as a works charity school, a free school for the children of parents who were employed at the copper works and the Caemaen and Box Collieries. The school was originally located in the yard of the copper works but moved to the current location when the building was built.

All classes are located inside the main school building apart from Year 1 pupils, who are taught in a portable cabin at the rear of the school. This cabin was renovated in 2011. A small hard surfaced area is located behind the main building along with a long strip of grassed land which has outdoor play equipment and can be used in all weathers. Part of the original school building is used by CYCA (Carmarthenshire Youth & Children's Association).

It is proposed that the school will merge with Lakefield CP School (located nearby) and a new purpose-built facility built on the former Draka site on Copperworks Road.

The Committee noted that building maintenance issues and that there was a reluctance to spend too much on the old building with the development of a new school underway. Members voiced concern about the timescales for the school re-organisation decision-making process and requested that a report on the matter be included in its work programme.

3.10 Lakefield CP, Llanelli

Head Teacher:	Mr. Glyn Broderick	Capacity:	343
Category:	English-Medium	Pupils:	274

[Lakefield School](#) is located between Ralph Terrace and Lakefield Road in the Tŷ-Isha ward. The building which dates from 1888, is of traditional design and was originally built as a secondary modern. The junior classes are housed in the two-storey block whilst the infants are housed in the single storey block. There are two hard-surfaced play areas for the different age groups. The main hall also serves as a canteen for serving school dinners.



The Committee noted that there were no outdoor green spaces but that the school was working on this to create a 'green area' within the grounds. The local Lakefield Community Centre and Seaside playing fields are utilised for, school plays, physical activity and team sports.

The school works closely with Copperworks and joint inset days are held occasionally and the new intake of pupils attend for taster sessions, prior to attending the school on a permanent basis.

Following the visit to Lakefield, the Committee also viewed the site of the proposed new Seaside School, which is to be located on the former Draka site on Copperworks Road.

3.11 Ysgol Dewi Sant (CP), Llanelli



Head Teacher: Mr. Gethin Thomas
Category: Welsh-Medium

Capacity: 392
Pupils: 449

[Ysgol Gymraeg Dewi Sant](#) is located on Bryndulais Avenue (off Heol Goffa) in Llanelli. The school shares the same site as Penygaer CP School, an English-medium primary school.

The school was established on St. David's Day in 1947 as the first designated Welsh-medium School to be supported entirely by a Local Education Authority. There were 34 pupils in the school in 1947, compared to 449 today. After initially moving between different locations, the school was eventually located at its current site, a building which was opened in 1976, mirroring the Penygaer side of building next door. A 'portable' building was added to the Dewi Sant side in 1994 which gave the school much needed space and a separate portable cabin was installed on the bank above the school, after this time. The school has a large hard surfaced area and a small green area at the rear of the building. The local playing fields next to the school are used for team sports.

3.12 Ysgol Gymraeg Gwenllian (CP), Kidwelly

Head Teacher: Mr. Gareth James
Category: Welsh-Medium

Capacity: 99
Pupils: 121

[Ysgol Gwenllian](#) is located on Station Road in Kidwelly. The building is of traditional design and is believed to be over 100 years old.

The original school building has two classrooms along with a multi-purpose hall and a small kitchen. The remainder of the pupils are taught in three portable cabins housed behind the main building.



Beyond the cabins there is a large hard surfaced play area. For team sports, the school uses the town playing fields nearby as well as the Gwenllian Centre and local chapels for shows and concerts.

The Committee received a comprehensive presentation from the head teacher which was followed by discussion and a short tour of the school's facilities.

The Committee noted that a new Welsh-medium school was proposed to replace both Gwenllian and Mynydd-y-Garreg although as a Band B project, a specific completion date could not be confirmed.

3.13 Ysgol Gymraeg Parc-y-Tywyn, Burry Port

Head Teacher: Miss Donna Jenkins
Category: Welsh-Medium

Capacity: 294
Pupils: 241

[Ysgol Parc-y-Tywyn](#) is located off Elkington Road in Burry Port, next to Glan-y-Môr Comprehensive School. The school was established in 1965 as a Welsh-Medium school for the area and was initially housed in the town's Memorial Hall before moving to its current location in 1972.



The school's buildings consist of one main brick building which houses the reception area, infants' classrooms, a ICT suite and a multi-purpose hall. The remainder of the pupils are housed in five portable cabins located around the hard surfaced play area. The school also has a hard surfaced playing area on the site of the former town park and access to a large grassed playing field located within the boundaries of Glan-y-Môr School.

Parc-y-Tywyn is part of the Band B proposals but a new school building is dependent on a series of other planning applications being accepted in the area.

The Committee met with the Head Teacher, her Deputy and the Chair of Governors before viewing the school's facilities.

3.14 Ysgol Gymraeg Teilo Sant, Llandeilo



Head Teacher: Mr. Roy James
Category: Welsh-Medium

Capacity: 211
Pupils: 218

[Ysgol Teilo Sant](#) is located in the centre of Llandeilo on Rhosmaen Street. The school was established in the late 1950s as a Welsh-medium primary school for the town.

The school's eight classes (one for each year group) are housed in a variety of buildings including the main building of traditional design, two large portable cabins and a single-storey building located at the rear of the school grounds above the hard-surfaced play area. The school shares kitchen and eating facilities with Llandeilo CP school, based on the latter's grounds. The school utilises Cae William playing fields for team sports.

The Committee received a comprehensive presentation from the head teacher which was followed by discussion and a short tour of the school's facilities.

The Committee was also given a demonstration of the new 'Incerts' Assessment / Training Software system which enables the use of 'evidence' to back up assessments and pupil marking (e.g. uploading of video or audio clips of a child reading). It can also be used to show parents the type of work that children are undertaking via an online facility. Other key issues discussed included school transport issue and attendance.

3.15 Llandeilo CP School

Head Teacher: Mrs. Karen Towns
Category: English-Medium

Capacity: 252
Pupils: 232

[Llandeilo CP School](#) is located next to Ysgol Teilo Sant on Rhosmaen Street, Llandeilo. The school dates from around 1894 and occupies the majority of the former Llandeilo Grammar School building.

The school has a large and sloping hard-surfaced area at the rear of the building as well as grassed garden area which houses the school allotment and outdoor learning area.



The Committee viewed the school's facilities before receiving a presentation from the head teacher and her deputy. Key issues discussed included the school's recent ESTYN inspection and various initiatives to engage with parents (open-mornings) and improve pupil well-being (system whereby children can text to say how 'they're feeling today' thus alerting staff to potential problems and enabling intervention to make the school day as positive as possible).

The Committee also discussed issues such as special educational needs provision, support for looked after children and accommodating 'flexible Learners' (i.e. children who are taught at home for some days in a week and attend regular school for the rest of the time).

4. Conclusion

As in previous years, the visits undertaken by the Committee during 2014/15 gave members an opportunity to view a wide variety of schools within the county. The visits also provided members with further opportunities to:

- Speak with staff, pupils and governors
- Discuss issues of concern with staff and governors
- Hear about the challenges faced by teaching staff in their day to day work
- Understand the different challenges facing schools in different parts of the county
- View the condition of existing school buildings and facilities
- View and experience the new school facilities being built in the county

Whilst the visits to date have been invaluable in informing members' discussions at committee meetings, members are eager to develop the visits further by focusing on school performance and standards. It is envisaged that future visits will be linked with ESTYN inspections and that members will be provided with more detailed information on schools' performance, prior to each visit.

Quarterly meetings have also been arranged for the Chair and Vice-Chair of the Committee to meet with the Executive Board Member for Education & Children, as well as the Director of Education & Children and the Head of Education Services. The purpose of these meetings will be to discuss the strategic issues and concerns arising from future visits.

It should also be noted that the visits would not have been possible were it not for the co-operation of the schools and staff of the children's centres. Members and local authority staff are thankful to the head teachers, governors and staff for their time and willingness to welcome and accommodate the visits.

5. Visit Attendance 2014/15

Date	Schools Visited	Committee / EB Member Present	Local Member(s)	Governor(s)	Officer(s)
Wednesday 22nd October 2014	Mynydd-y-Garreg Maes-y-Gwendraeth (Drefach and Cefneithin Campuses)	Cllr. Eirwyn Williams Cllr. Ryan Bartlett Cllr. Mansel Charles Cllr. Ieuan Davies Cllr. Terry Davies Cllr. Gwyn Hopkins Cllr. John James Cllr. Gareth Jones Cllr. Hugh Richards Mrs. Vera Kenny (RC Church Representative) Cllr. Keith Davies (Executive Board Member) <i>Apologies were received from Councillors Sue Allen, Pat Jones and Cefin Campbell</i>	Cllr. Terry Davies (Gorslas Ward) Cllr. Keith Davies (Kidwelly Ward)	Cllr. Terry Davies (Ysgol Maes-y- Gwendraeth)	Roger Bowen (E&C Department) Jason McGarrigle (Technical Services Dept.) David Poole (Technical Services Dept.) Aneirin Thomas (E&C Department) Matthew Hughes (S&C Team)
Monday 10th November 2014	Llansadwrn Rhys Prichard, Llandovery Bro Dinefwr (Pantycelyn Campus)	Cllr. Eirwyn Williams Cllr. Ryan Bartlett Cllr. Sue Allen Cllr. Mansel Charles Cllr. Ieuan Davies Cllr. Terry Davies Cllr. Gwyn Hopkins Cllr. John James Cllr. Hugh Richards	Cllr. Tom Theophilus (Cil-y- Cwm) Cllr. Ivor Jackson (Llandovery Town)	David Dyer (Ysgol Bro Dinefwr – Chair) Cllr. Ivor Jackson (Ysgol Bro Dinefwr)	Simon Davies (E&C Department) David Harries (Technical Services Dept.) Matthew Hughes (S&C Team)

Date	Schools Visited	Committee / EB Member Present	Local Member(s)	Governor(s)	Officer(s)
		<p>Cllr. Tom Theophilus Mrs. Vera Kenny (RC Church Representative) Cllr. Keith Davies (Executive Board Member)</p> <p><i>Apologies were received from Councillors Gareth Jones, Pat Jones and Cefin Campbell</i></p>			
<p>Wednesday 4th February 2015</p>	<p>Y Felin, Llanelli Ffwrnes, Llanelli Brynsierfel, Llanelli</p>	<p>Cllr. Eirwyn Williams Cllr. Ryan Bartlett Cllr. Sue Allen Cllr. Mansel Charles Cllr. Terry Davies Cllr. John James Cllr. Gareth Jones Cllr. Pat Jones Cllr. Hugh Richards Mrs. Vera Kenny (RC Church Representative) Cllr. Keith Davies (Executive Board Member)</p> <p><i>Apologies were received from Cllr. Gwyn Hopkins</i></p>	<p>Cllr. Sharen Davies (Llwynhendy Ward)</p> <p>Cllr. Hugh Richards (Felinfoel Ward)</p>	<p>Cllr. Hugh Richards (Felinfoel)</p> <p>Eunydd Thomas (Brynsierfel – Chair)</p> <p>Ken Rees (Brynsierfel)</p>	<p>Emyr Wynne Davies (E&C Dept.)</p> <p>Martin Jones (E&C Dept.)</p> <p>Wayne Jones (Technical Services Dept.)</p> <p>Anna Patterson (S&C Team)</p>
<p>Thursday 19th March</p>	<p>Lakefield, Llanelli</p>	<p>Cllr. Eirwyn Williams Cllr. Ryan Bartlett</p>	<p>Cllr. Jeff Owen (Tŷ-Isha Ward)</p>	<p>Michael Bassett (Ysgol Dewi Sant)</p>	<p>Simon Davies (E&C Department)</p>

Date	Schools Visited	Committee / EB Member Present	Local Member(s)	Governor(s)	Officer(s)
2015	Copperworks Infants, Llanelli Dewi Sant, Llanelli	<p>Cllr. Sue Allen Cllr. Mansel Charles Cllr. Ieuan Wyn Davies Cllr. Terry Davies Cllr. John James Cllr. Pat Jones Cllr. Hugh Richards Cllr. Tom Theophilus Mrs. Vera Kenny (RC Church Representative) Cllr. Keith Davies (Executive Board Member)</p> <p><i>Apologies were received from Councillors Gareth Jones and Jan Williams (Lliedi Ward member) and Garry Nicholas, Chair of Governors at Ysgol Dewi Sant.</i></p>	Cllr. Bill Thomas (Lliedi Ward)	Ken Rees (Ysgol Dewi Sant)	<p>Bob Jeffery (Technical Services Dept.)</p> <p>Matthew Hughes (S&C Team)</p>
Wednesday 22nd April 2015	Gwenllian, Kidwelly Parc-y-Tywyn, Burry Port	<p>Cllr. Eirwyn Williams Cllr. Ryan Bartlett Cllr. Cefin Campbell Cllr. Mansel Charles Cllr. Ieuan Wyn Davies Cllr. Terry Davies Cllr. Peter Hughes-Griffiths Cllr. John James Cllr. Gareth Jones Mrs. Vera Kenny (RC</p>	Cllr. Keith Davies (Kidwelly Ward)	<p>Christine Evans (Gwenllian – Chair)</p> <p>Owen Davies (Parc-y-Tywyn – Chair)</p>	<p>Simon Davies (E&C Department)</p> <p>Bob Jeffery (Technical Services Dept.)</p> <p>Matthew Hughes (S&C Team)</p>

Date	Schools Visited	Committee / EB Member Present	Local Member(s)	Governor(s)	Officer(s)
		<p>Church Representative) Cllr. Keith Davies (Executive Board Member)</p> <p><i>Apologies were received from Councillors Hugh Richards, Gwyn Hopkins and Tom Theophilus, as well as Hugh Shepardson and Shirley Matthews (Pembrey Ward).</i></p>			
Tuesday 19th May 2015	Teilo Sant, Llandeilo Llandeilo	<p>Cllr. Eirwyn Williams Cllr. Ryan Bartlett Cllr. Cefin Campbell Cllr. Mansel Charles Cllr. Terry Davies Cllr. Peter Hughes-Griffiths Cllr. Gwyn Hopkins Cllr. John James Cllr. Gareth Jones Cllr. Pat Jones Cllr. Tom Theophilus Cllr. Keith Davies (Executive Board Member)</p> <p><i>Apologies were received from Cllr. Ieuan Wyn Davies and from Mrs. Vera Kenny (RC Church Rep.)</i></p>	Cllr. Edward Thomas (Llandeilo Ward)	<p>Cllr. Cefin Campbell (Teilo Sant – Chair)</p> <p>Cllr. Edward Thomas (Llandeilo – Chair)</p>	<p>Simon Davies (E&C Department)</p> <p>Aneirin Thomas (E&C Department)</p> <p>David Harries (Technical Services Dept.)</p> <p>Matthew Hughes (S&C Team)</p>

6. Attendance at Feedback / Discussion Meetings

Date	Committee Members Present	Officer(s)
14th November 2014	Councillors Eirwyn Williams (Chair), Ryan Bartlett, Tom Theophilus, Terry Davies, John James, Sue Allen, Mansel Charles and Gwyn Hopkins, as well as Mrs. Vera Kenny (RC Church Representative).	Simon Davies (E&C Department) Matthew Hughes (S&C Team)
17th April 2015	Councillors Eirwyn Williams (Chair), Ryan Bartlett, Terry Davies, Mansel Charles, Tom Theophilus, Cefin Campbell, John James, Pat Jones, Gareth Jones, Gwyn Hopkins, Ieuan Wyn Davies, Peter Hughes-Griffiths and Hugh Richards, as well as Cllr. Keith Davies (Executive Board Member) and Mrs. Vera Kenny (RC Church Representative).	Simon Davies (E&C Department) Bernadette Dolan (S&C Team) Matthew Hughes (S&C Team)

7. Appendices

- 7.1 Appendix 1 – Details of all schools visited during 2009/10
- 7.2 Appendix 2 – Details of all schools visited during 2010/11
- 7.3 Appendix 3 – Details of all schools visited during 2011/12
- 7.4 Appendix 4 – Details of all schools visited during 2012/13
- 7.5 Appendix 5 – Details of all schools / children’s centres visited during 2013/14
- 7.6 Appendix 6 – Details of all schools / children’s centres visited during 2014/15
- 7.7 Appendix 7 – Map of schools / children’s centres visited during 2014/15

7.1 Appendix 1 – Details of all schools visited during 2009/10

Date	School	Electoral Ward	Category
Friday 13th November 2009	Peniel CP	Abergwili	WM
	Ysgol Cae'r Felin CP, Pencader	Llanfihangel-ar-Arth	WM
	Llanllwni VCP	Llanfihangel-ar-Arth	WM
	Ysgol Carreg Hirfaen CP, Cwmann	Llanybydder	WM
Thursday 10th December 2009	Dyffryn Taf Comprehensive School, Whitland	Whitland	EM (Secondary)
	Whitland CP	Whitland	DS
	Ysgol Beca CP, Efailwen	Llanboidy	WM
	Ysgol Bro Brynach CP, Llanboidy	Llanboidy	WM
Thursday 11th March 2010	Brynsaron CP, Saron (Llandysul)	Llangeler	WM
	Penboyr VAP, Drefach-Felindre	Llangeler	WM
	Ysgol Gyfun Emlyn, Newcastle Emlyn	Cenarth	EM (Secondary)
	Ysgol y Ddwylan CP, Newcastle Emlyn	Cenarth	WM
Monday 29th March 2010	Llanedi CP	Hendy	EM
	Pen-y-Groes CP	Pen-y-Groes	WM
	Saron CP	Saron	TR
	Tycroes CP	Tycroes	EM
Friday 23rd April 2010	Tremoilet VCP, Pendine	Laugharne Township	EM
	Llanmiloe CP	Laugharne Township	EM
	Laugharne VCP	Laugharne Township	EM
	Ysgol Griffith Jones CP, St. Clears	St. Clears	DS
Monday 24th May 2010	Abergwili VCP	Abergwili	WM
	Richmond Park CP, Carmarthen	Carmarthen Town South	EM
	Llangynnwr CP School	Llangynnwr	DS

Friday 18th June 2010	Ysgol y Castell, Kidwelly	Kidwelly	EM
	Burry Port Infants School	Pembrey	EM
	Burry Port Juniors School	Burry Port	EM
	Glan-y-Môr Comprehensive, Burry Port	Pembrey	EM (Secondary)
Wednesday 7th July 2010	Pontyberem CP School	Pontyberem	WM
	Bancffosfelen CP School	Pontyberem	WM

7.2 Appendix 2 – Details of all schools visited during 2010/11

Date	School	Electoral Ward	Category
Tuesday 16th November 2010	Amman Valley Comprehensive, Ammanford	Ammanford	CB (Secondary)
	Ysgol Y Bedol CP, Garnant	Garnant	TR
	Brynaman CP	Cwarter Bach	WM
Monday 29th November 2010	Ffairfach CP School (near Llandeilo)	Llandeilo	WM
	Tre-Gib Comprehensive School, Ffairfach	Llandeilo	CB (Secondary)
Monday 14th February 2011	Johnstown CP School, Carmarthen	Carmarthen Town South	EM
	Queen Elizabeth High School, Carmarthen	Carmarthen Town South	EW (Secondary)
Friday 18th March 2011	Cross Hands CP School	Llannon	WM
	Llechyfedach CP School	Llannon	WM
	Llannon CP School	Llannon	WM
	Tumble CP School	Llannon	WM
Wednesday 18th May 2011	Hafodwenog CP School, Trelech	Trelech	WM
	Meidrim CP School	Trelech	WM
	Abernant CP School	Trelech	WM
	Bancyfelin CP School	St. Clears	WM
Friday 17th June 2011	Llanybydder CP School	Llanybydder	WM
	Rhydcymerau CP School	Llanybydder	WM
	Llansawel CP School	Cynwyl Gaeo	WM
	Talley CP School	Manordeilo a Salem	WM
Wednesday 22nd June 2011	Bigyn CP School, Llanelli	Bigyn	EM
	Maes-y-Morfa CP School, Llanelli	Glan-y-Môr	EW

7.3 Appendix 3 – Details of all schools visited during 2011/12

Date	School	Electoral Ward	Category
Monday 3rd October 2011	Hendy CP School	Hendy	DS
	Llangennech Infants School	Llangennech	DS
	Llangennech Junior School	Llangennech	DS
	Bryn CP School	Llangennech	EM
	Brynsierfel CP School, Llanelli	Llwynhendy	WM
Thursday 17th November 2011	Pwll CP School	Hengoed	EM
	Five Roads CP School	Glyn	WM
	Trimsaran CP School	Trimsaran	DS
	Pembrey CP School	Pembrey	EM
Friday 25th November 2011	Heol Goffa Special School, Llanelli	Elli	Special
	Ysgol Y Felin CP, Llanelli	Felinfoel	DS
Friday 3rd February 2012	Myrddin CP School, Carmarthen	Carmarthen Town North	EM
	Ysgol-y-Dderwen CP, Carmarthen	Carmarthen Town North	WM
	Ysgol Gyfun Bro Myrddin, Carmarthen	St. Ishmael	AB (Secondary)
Tuesday 28th February 2012	Carwe CP School	Llangyndeyrn	WM
	Gwynfryn CP School, Pont-iets	Llangyndeyrn	WM
	Pont-iets CP School	Glyn	WM
	Pont-Henri CP School	Glyn	WM
Friday 16th March 2012	Nantgaredig CP School	Llanegwad	WM
	Brechfa CP School	Llanegwad	WM

7.4 Appendix 4 – Details of all schools visited during 2012/13

Date	School	Electoral Ward	Category
Tuesday 16th October 2012	Bynea CP	Bynea	EM
	Bryn Teg CP, Llanelli	Llwynhendy	EM
	Halfway CP, Llanelli	Dafen	EM
	Dafen CP, Llanelli	Dafen	EM
Wednesday 14th November 2012	Betws CP	Betws	TR
	Ammanford Nursery	Ammanford	DS
	Parcyrhun CP, Ammanford	Ammanford	DS
	Llandybie CP	Llandybie	TR
Monday 25th February 2013	Ysgol Gyfun y Strade, Llanelli	Hengoed	AB (Secondary)
	Old Road CP, Llanelli	Lliedi	EM
	Swiss Valley CP, Llanelli	Swiss Valley	EW
	Stebonheath CP, Llanelli	Bigyn	EW
Wednesday 20th March 2013	Cynwyl Elfed CP	Cynwyl Elfed	WM
	Llanpumsaint CP	Cynwyl Elfed	WM
Tuesday 30th April 2013	Ysgol Gymraeg Rhydaman	Ammanford	WM
	Bro Banw CP, Ammanford	Ammanford	DS
Wednesday 22nd May 2013	Llanddarog VCP	Llanddarog	WM
	Maes-y-Bont CP	Llanfihangel Aberbythych	WM
	Blaenau CP	Pen-y-Groes	WM

Date	School	Electoral Ward	Category
Wednesday 19th June 2013	Llanwrda CP	Cil-y-Cwm	WM
	Llangadog CP	Llangadog	WM
Monday 8th July 2013	Llangain CP	Llansteffan	WM
	Llansteffan CP	Llansteffan	WM

7.5 Appendix 5 – Details of all schools / children’s centres visited during 2013/14

Date	School	Electoral Ward	Category
Wednesday 2nd October 2013	Y Fro CP (Llangyndeyrn Unit)	Llangyndeyrn	WM
	Y Fro CP (Idole Unit)	St. Ishmaels	WM
	Ferryside VCP	St. Ishmaels	WM
Monday 11th November 2013	Model VAP, Carmarthen	Carmarthen Town West	EM
	Rhyd-y-Gors Special School, Carmarthen	Carmarthen Town South	Special
Wednesday 5th February 2014	Felinfoel Children’s Centre, Llanelli	Felinfoel	N/A
	Penygaer CP, Llanelli	Lliedi	EM
	Bryngwyn Comprehensive, Llanelli	Dafen	EM
Wednesday 19th March 2014	Gorslas CP	Gorslas	WM
	Cefneithin CP	Gorslas	WM
	Drefach CP	Gorslas	WM
Friday 4th April 2014	Richmond Park, Carmarthen	Carmarthen Town South	EM
	St. Mary’s RCP, Carmarthen	Carmarthen Town West	EM
Monday 19th May 2014	Morfa Family Centre, Llanelli	Glan-y-Môr	N/A
	Maes-y-Morfa CP School, Llanelli	Glan-y-Môr	EM
	Pentip VAP, Llanelli	Elli	EM
	Coedcae Comprehensive, Llanelli	Bigyn	EM
Friday 20th June 2014	Llwynhendy Family Centre, Llanelli	Llwynhendy	N/A
	St. Mary’s RCP, Llanelli	Dafen	EM
	St. John Lloyd RC Comprehensive, Llanelli	Dafen	EM

7.6 Appendix 6 – Details of all schools / children’s centres visited during 2014/15

Date	School	Electoral Ward	Category
Wednesday 22nd October 2014	Mynydd-y-Garreg CP School	Kidwelly	WM
	Maes-y-Gwendraeth Secondary School (Drefach and Cefneithin Campuses)	Drefach	2A (Secondary)
Monday 10th November 2014	Llansadwrn CP School	Cil-y-Cwm	WM
	Rhys Prichard CP School, Llandovery	Llandovery	TR
	Bro Dinefwr Secondary School (Pantycelyn Campus)	Llandovery	2B (Secondary)
Wednesday 4th February 2015	Ysgol Y Felin, Llanelli	Felinfoel	DS
	Ysgol Ffwrnes, Llanelli	Hengoed	WM
	Ysgol Brynsierfel, Llanelli	Llwynhendy	WM
Thursday 19th March 2015	Copperworks Infant CP, Llanelli	Tŷ-Isha	EM
	Lakefield CP, Llanelli	Tŷ-Isha	EM
	Ysgol Dewi Sant, Llanelli	Lliedi	WM
Wednesday 22nd April 2015	Ysgol Gymraeg Gwenllian, Kidwelly	Kidwelly	WM
	Ysgol Gymraeg Parc-y-Tywyn, Burry Port	Pembrey	WM
Tuesday 19th May 2015	Ysgol Gymraeg Teilo Sant, Llandeilo	Llandeilo	WM
	Llandeilo CP School	Llandeilo	EM

7.7 Appendix 7 – Map of schools / children’s centres visited during 2014/15



8. Glossary of Terms

2A (Secondary) – At least 80% of subjects apart from English and Welsh are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages.

2B (Secondary) – At least 80% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.

AB (Secondary) – At least 80% of subjects apart from English and Welsh are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages.

CB (Secondary) – A bilingual secondary school where 50-79% of subjects (ex. English & Welsh) are taught through the medium of Welsh but are also taught through the medium of English.

CP School – Community Primary School

CYCA – Carmarthenshire Youth and Children's Association

DS (Dual-Stream Primary School) – Two types of provision exist side-by-side in these schools. Parents/pupils opt either for the mainly Welsh-medium or mainly English-medium provision which is usually delivered as in categories and 5 respectively. Both Welsh and English are used in the day to day business of the school. The language of communication with the pupils is determined by the nature of the curricular provision, but in some schools high priority is given to creating a Welsh-language ethos throughout the school. The school communicates with parents in both languages.

EM (Primary) – Predominantly English medium primary school.

EM (Secondary) – Predominantly English medium school where 1 or 2 subjects may be taught through the medium of Welsh as an option.

ESTYN – Her Majesty's Inspectorate for Education and Training in Wales

EW (Primary) – Predominantly English medium primary school but with significant use of Welsh.

EW (Secondary) – Predominantly English medium secondary school with significant use of Welsh. 20-49 % of subjects are taught through the medium of Welsh but are also taught in English.

GCSE – General Certificate of Secondary Education

RC – Roman Catholic

RCP – Roman Catholic Primary

SENCO – Special Educational Needs Co-ordinator

Transitional Primary School (TR) – Welsh medium with significant use of English where pupils in the Foundation Phase experience the areas of learning mainly through the medium of Welsh. Both languages are used in teaching at Key Stage 2 but with greater emphasis on Welsh, so that Welsh is used as the medium of instruction for over half and up to 70% of the curriculum. Welsh is the language of the day to day business of the school. A high priority is given to creating a Welsh ethos. The school communicates with parents in both languages. Schools would usually only be in this category on a temporary basis.

VAP School – Voluntary Aided Primary School

VCP School – Voluntary Controlled Primary School

WAG – Welsh Assembly Government

WM (Primary) – All pupils in the Foundation Phase experience the areas of learning through the medium of Welsh. Welsh is the main teaching medium at Key Stage 2 with at least 70% of the teaching through the medium of Welsh. English is introduced formally as a subject at Key Stage 2 and is taught through the medium of English, and English may occasionally be used for some aspects of some subjects. Welsh is the language of the day to day business of the school. Welsh is used as the language of communication with the pupils and for the school's administration. The school communicates with parents in both languages.

Ysgol Gyfun – Comprehensive School

**Members are asked to note that the school capacities, pupil numbers and other details (e.g. head teachers) were correct at the time of the visits but that these can vary or change during the course of an academic year.*

***Language category definitions sourced from the Welsh Assembly Government's 'Defining schools according to Welsh medium provision' information booklet, published in October 2007.*

Mae'r dudalen hon yn wag yn fwriadol

EDUCATION & CHILDREN SCRUTINY COMMITTEE**17th DECEMBER 2015****Present: Councillor J.E. Williams (Chair)****Councillors: D.J.R. Bartlett (Vice Chair), C. Campbell, J.M. Charles, I.W. Davies, W.G. Hopkins, P. Hughes Griffiths, J.D. James, M.J.A. Lewis, D.W.H. Richards, T. Theophilus****Councillor. T. Devichand– Substitute for Councillor J. Williams****Councillor. J. Edmunds – Substitute for Councillor P.E.M. Jones****Mr. S. Pearson – Parent Governor Member****Mrs. V. Kenny – Roman Catholic Church Representative****Canon B. Witt – Church in Wales Representative****Also present:****Councillor G.O. Jones – Executive Board Member for Education & Children****Councillor D. Jenkins – Executive Board Member for Resources****The following officers were in attendance:**

Mr. C. Moore – Director of Corporate Services

Mr. R. Sully – Director of Education & Children

Mr. G. Morgans – Chief Education Officer (CEO)/Head of Education Services

Mr. A. Rees – Head of Learner Programmes

Mr. S. Smith – Head of Children's Services

Mr. D. Astins – Strategic Development Manager

Mr. M. Morden – Lifelong Learning Networks Manager

Mrs. S. Nolan – Group Accountant

Ms. B. Dolan – Senior Consultant

Venue: Chamber, 3 Spilman Street Carmarthen (10:00am – 11:40am)**1. APOLOGIES**

Apologies were received from Councillors P.E.M. Jones and J. Williams.

2. DECLARATIONS OF PERSONAL INTEREST

Councillor	Minute Item(s)	Nature of Interest
Councillor D.J.R. Bartlett	Item 6	In that he is President of the Carmarthenshire branch of the National Union of Teachers.

3. DECLARATION OF PROHIBITED PARTY WHIPS

There were no declarations of prohibited party whips.

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4. PUBLIC QUESTIONS

None were received.

5. FORTHCOMING ITEMS

The Committee was provided with a list of forthcoming items to be considered at its next meeting scheduled for 21st January 2016. The Head of Learner Programmes noted that the 11 – 19 Strategic Review would now be included in 3 – 19 Curriculum and Assessment Review. The Senior Consultant advised that following the agenda despatch, the MEP Biennial Review had been deferred and the MEP proposal (Stage 3) for Copperworks Infants and Lakefield CP Schools had been included as an urgent item.

RESOLVED to note the list of forthcoming items, subject to the amendments above.

6. REVENUE BUDGET STRATEGY CONSULTATION 2016/17 TO 2018/19

Councillor D.J.R. Bartlett declared an interest In that he is President of the Carmarthenshire branch of the National Union of Teachers.

The Committee considered the Revenue Budget Strategy 2016/17 to 2018/19 (Appendix A) which had been endorsed by the Executive Board for consultation purposes at its meeting on 16th November 2015. It was advised that Welsh Government (WG) had announced the provisional settlement on the 9th December and that Carmarthenshire would see a 1% cut in budget rather than the 3.3% on which the Strategy was predicated. WG had included within the settlement £35m to support education and £21m additional support for social care on an all Wales basis. This equated to £2.1m and £1.3m respectively for Carmarthenshire. If this equivalent funding was pass-ported down to the schools budget, this would reduce the £5.5m efficiency savings required on the schools budget in 2016/17. Currently not all specific grants had been notified and there was still a possibility that some may be included in to the final settlement as opposed to being a specific grant.. There had been no indication for the settlement in future years. In summary, the shortfall in efficiency savings identified for 2016/17 might not now be required, however delivery of the £13.6m identified savings was essential.

The following issues were discussed during consideration of the report:

Clarification was requested in relation to school budgets. The Director of Corporate Services advised that school budgets had been validated to take account of teachers superannuation, changes to national insurance and pay inflation. This amounted to just over £3m. If the £2.1m protection was passed in full to schools, this would reduce the efficiency savings required next year to £3.4m therefore schools would be getting nearer the same level of funding in cash terms.

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Concerns were expressed that schools were currently working on plans to make the savings as originally planned which could involve staff redundancies. It was asked when schools would be given confirmation of their budget position following the provisional settlement. The Director of Education & Children stated that it was difficult as there was no firm information about the level of protection from WG. The Director of Corporate Services added that he had two concerns namely; the detail in relation to the settlement and protection of education which was not yet clear as well as how this Council would act when they were confirmed.

Concerns were expressed that the uncertainty and timing of the final settlement in March just before the Council meeting on the 11th gave Members no time to give the budget due consideration. The Director of Education & Children advised that his department still had to deliver the efficiency savings as identified in the report and it was important for Members to express their views as part of the consultation process. The Director of Corporate Services added that the Council needed to set the budget in February on the basis of the provisional settlement and it was likely that there would only be minor amendments following the final settlement.

It was asked if the teachers' unions were being consulted with in relation to school budgets. The CEO/Head of Education Services advised that teachers' unions were represented on the School Budgets Forum. In response to an additional question regarding potential school staff redundancies resulting from the savings required, he stated that a group of headteachers and school business officers had been considering ways of reducing costs through changes in business and administration. The Group had been collating ideas and looking at measures to protect smaller schools in particular. The Group would be sharing its ideas early in the New Year. The Director of Corporate Services added that the position regarding protection for schools would also be clearer in January.

Clarification was requested regarding the financial implications of the 1% cut for this Council. The Director of Corporate Services stated that this equated to an improved forecast budget of approximately £7.5m which includes the protection for schools and social care totalling £3.4m. However upon the completion and feedback of the budget consultation members would need to consider how the additional funding is to be utilised, taking account of the additional pressures, the protection requirements, consultation feedback, the efficiencies proposed and any specific grant changes.

It was asked whether or not any education grants were at risk. The Director of Education & Children advised that Local Government had been lobbying WG to reduce the number of grants because of the administrative burden. 11 grants had been amalgamated into the Education Improvement Grant (EIG) last year however WG had also reduced the overall total by approximately 14%. Some of the grants that had been confirmed had not been reduced, such as Flying Start, however some had, such as Families First which had been reduced by 11% and would mean cuts in services to support vulnerable families. The Director of Corporate Services added that WG had confirmed 33 out of the 44 specific grants that existed last year in the settlement so far, with an overall reduction of 5%. Potentially 1 or 2 of the

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remainder could move into the RSG. The Group Accountant stated that the Pupil Deprivation Grant had been confirmed for the next year and WG had indicated that post 16 funding would remain at the same level as this year however there could be a reduction in the overall EIG.

The proposal to reduce the average time for free school breakfasts was referred to and it was asked if this could be varied dependant on the situation in the school. Johnstown CP School was cited as an example of a school with 200 pupils receiving the free breakfast with a canteen that only caters for 150. The Strategic Development Manager confirmed that this was being looked at on a site by site basis and in terms of demand. It would also be done in agreement with headteachers and school governing bodies.

Further information was requested in relation to the proposal relating to Statements of Special Education Needs. The CEO/Head of Education Services advised that Statements lasted until the individual left secondary school. The proposal was that the funding released would be considered a saving to the department. In response to an additional question, he confirmed that the Authority had been involved in a pilot of an alternative way of working since 2008 and it would be a further 2 years before the new SEN Code of Practice would be confirmed.

Concerns were expressed about the new policy proposal to reduce the scale of specialist provision for out of school hours respite for disabled children and young people. It was felt that there was insufficient detail about the potential impact. The Head of Children's Services clarified that the proposal was to reduce grant funding by £50k next year to 3 organisations in 3 areas of the county. The organisations would have to raise their funds from elsewhere. The one based in Llanelli was a large organisation however there was a real concern that the service might not be there going forward. The Carmarthen Breakthro play scheme was the only playscheme in the county with a hoist and therefore some children with complex physical disabilities would find it difficult to be catered for elsewhere.

RESOLVED:

- 6.1 That the report be received.**
- 6.2 To request that the Executive Board reconsiders the new policy proposal to reduce the scale of specialist provision for out of school hours Short Breaks/ Respite for Disabled Children & Young People.**
- 6.3 To endorse the Charging Digest for the Education and Children Department.**

7. FUTURE PROVISION OF ADULT COMMUNITY LEARNING BY THE DEPARTMENT FOR EDUCATION & CHILDREN

The Committee considered the report which provided an update on the current financial position facing the Adult Community Learning (ACL) Service. It was

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advised that the service was not core funded by the County Council and therefore dependent on Welsh Government (WG) grants to function. Over the past year, the service had experienced a significant reduction in the Welsh Government grants that fund course provision, staff and related buildings. In the absence of alternative funding, the service would not be able to continue to deliver the current range of courses, manage the range of service buildings and employ the related service staff. The Committee was asked to consider and comment on the recommendations in the report within the context of the approximately £435k funding that should be available in the 2016-2017 financial year.

The following issues were discussed during consideration of the report:

Concern was expressed about the social impact of ceasing the range of courses currently delivered as well as the impact of relinquishing management and related running costs of the Community Education Centre. The Felinfoel Centre was cited as an old building which was likely to remain empty and attract anti-social behaviour. The importance of Adult Community Learning (ACL) in helping young people who had not gained qualifications through school was also highlighted.

A question was asked about the Llandeilo Community Education Centre. The Head of Learner Programmes advised that this was currently being managed by the Welsh for Adults (WfA) Service. The CEO/Head of Education Services added that part of the funding for WfA covered the running costs to the end of this financial year. As part of the new WfA tendering process for Wales, the Council has applied to be a provider in partnership with Pembrokeshire.

In response to comments about the other Community Education Centres, the Lifelong Learning Networks Manager clarified that the Glanaman Centre would be leased to Cwmaman Town Council under asset transfer arrangements and transitional funding arrangements were being considered. The Pembrey Centre is being run by Pembrey and Burry Port town council and the legal details to transfer the building to the council are currently in hand. Llanelli had more than 40 potential venues for ACL provision. The situation regarding the Carmarthen Centre had changed since writing the report, in light of the need for a secure examinations environment to deliver the accredited basic skills and ESOL provision.

Reference was made to the wide range of premises available across public services and the need for collaboration and co-location of services going forward in light of the budget cuts for all services.

RESOLVED:

7.1 That the report be received.

7.2 To endorse the recommendations relating to the Adult Community Learning Service to the Executive Board.

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8. EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORTS

The Committee considered the explanation for the non-submission of the Capital Programme Budget Setting 2016/17 to 2018/19 and MEP proposal (Stage 3) for Copperworks Infants and Lakefield CP Schools.

UNANIMOUSLY RESOLVED that the explanation for the non-submission be noted.

9. TO SIGN AS A CORRECT RECORD THE MINUTES OF THE MEETING OF THE COMMITTEE HELD ON THE 23rd NOVEMBER 2015

RESOLVED that the minutes of the meeting held on 24th September 2015, be signed as a correct record.

10. TO RECEIVE THE MINUTES OF THE JOINT EDUCATION & CHILDREN SCRUTINY COMMITTEE AND SOCIAL CARE & HEALTH SCRUTINY COMMITTEE HELD ON THE 23RD NOVEMBER 2015

RESOLVED to receive the minutes of the joint Education & Children and Social Care & Health Scrutiny Committee held on the 23rd November 2015.

CHAIR: _____

DATE: _____